

Vikes take honours

BY PATTY PITTS

Members of both the men's and women's Vikes basketball teams have been honoured by the Canada West Universities Athletic Association (CWUAA) for their outstanding contribution to their teams' regular season play.

The Vikes' Eric Heinrichsen was named CWUAA rookie-of-the-year while teammate Greg Meldrum was named to the Association's first all-star team. The Vikes' Andy Wilmott and Todd Langley were named to the second all-star team.

The CWUAA's women's scoring champion Chris Van Aert, who was also runner-up for player-of-the-year honours, was named to the Canada West first all-star team along with Cherie Birtwistle. Teammate Claire Knechtel was named to the women's all-rookie team while Lisa Koop was named to the CWUAA's second all-star team.



PATTY PITTS PHOTO

Fierce play by the UVic Vikes men's basketball team won them a berth in the Canadian Interuniversity Athletic Union (CIAU) championships. UVic defeated the University of Alberta Golden Bears March 5 in the third game of a best-of-three Canada West final series to earn their first trip to the national finals since 1991. The championships will be held in Halifax March 17 to 19. The Vikes' women's basketball team also won a berth in their CIAU championships with a dramatic 71-69 third game overtime victory over the UBC Thunderbirds the same afternoon as the men's final game. The women Vikes will compete against the best teams in Canada at Lakehead University in Thunder Bay March 10 to 12. The three-game series attracted record capacity crowds to McKinnon Gym.

Volleyball players win CIAU awards

BY PATTY PITTS

Vikes men's volleyball team member Kris Dukeshire has been named to the Canada West Universities Athletic Association (CWUAA) second all-star team and teammate Michael Zak was named the 1995 CWUAA rookie-of-the-year.

Zak, a graduate of Mt. Doug High School and a first-year visual arts student, played on the provincial midget volleyball team in 1991 and 1992 and was a member of the Victoria Volleyball Association juvenile boys team that won the national championship in 1994. Zak is given an excellent chance of also being named Canadian Interuniversity Athletic Union (CIAU) rookie-of-the-year.

Dukeshire is also a graduate of Mt. Doug. A third-year student in Pacific and Asian studies, he recently put his studies on hold to tour with Canada's national volleyball team.

The Vikes volleyball team ended the season ranked eighth nation-wide.

Budget cuts worry university administrators

BY PATTY PITTS

The Association of Universities and Colleges of Canada (AUCC) expressed serious concern about the ability of all provinces to provide accessible, high quality post-secondary education once the cuts in federal cash transfers announced in the recent federal budget go into effect.

"There are tough times ahead for Canada's universities," said Dr. Claude Lajeunesse, President of AUCC. "Our members will have to compete with the health and social assistance sectors for a declining pot of money."

Beginning in 1996 a new transfer arrangement, called the

Canada Social Transfer (CST), will combine the federal transfers to the provinces for post-secondary education and health currently handled under the Established Programs Financing (EPF) arrangements and the transfers for social assistance under the Canada Assistance Program (CAP). The size of this single cheque will depend in part on growth in the value of tax points transferred years ago by the federal government to the provinces.

As a result of announced cuts to the CST and projected growth in the value of tax points (a growth in points diminishes the value of cash transfers), the cash

transfer to the provinces is expected to be no more than \$10.3 billion in 1997-98—\$6.6 billion or 39 per cent less than the \$17 billion in cash transfers under the EPF and CAP in 1994-95.

UVic Vice-President Academic and Provost Dr. Sam Scully calls the federal cuts "a short-sighted decision with serious implications for the accessibility of post-secondary education.

"At a time when national governments in other countries are investing in post-secondary education to remain economically competitive, ours is applying massive cuts to its contribution," says Scully. "Just

a few months ago they were acknowledging the significant role that universities have played in creating economic prosperity and a high standard of living in Canada and suggesting that education was the key to the future. Now they're using transfer payments for post-secondary education to try to solve an immediate fiscal problem. I'm afraid Canadians are going to pay the price for that decision in the near future—higher tuition, fewer students, a less-educated workforce. We'll be trying to participate in the international marketplace with

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Strategic Planning Task Force Issue Papers are contained in a special supplement to this Ring.



PATTY PITTS PHOTO

Four-year-old Amanda Johnson demonstrates the adaptability of the UVic student-designed transformer trike in the G.R. Pearkes Centre activity room.

Day on wheels “an eye-opener”

BY PATTY PITTS

During his day in a wheelchair, co-ordinator of University Learning Skills Program, Dr. Joe Parsons, learned what student Chris Nichols already knows: navigating a bathroom stall is a complex procedure. Parsons was one of a dozen volunteers simulating a disability to mark Disability Awareness Day on Feb. 16. After spending a day on wheels he called the experience “an eye-opener.”

He found the bathroom stalls

cramped and the procedure time-consuming “especially if you’re not good at it.”

That’s old news to Nichols, a third-year English and first-year writing student, who has used a wheelchair for six years. He gives a favourable rating to the campus but admits better washroom facilities would be appreciated by students in wheelchairs.

“Privacy is important,” he explains. “Having more lockable washrooms designated for one person only would be better. People don’t realize it takes a person in a wheelchair at least five minutes to use the toilet.”

Nichols told of impatient students pounding on the doors of stalls designated for use by people with disabilities, not caring that the occupant might have to use a catheter to urinate. He praised UVic’s installation of automatic door openers but suggested that some of the ramps are too steep and tiresome to navigate “especially when you’re trying to balance your books on your knees.”

Campus Security Services Assistant Manager Ken Marrison wore ear plugs to simulate a hearing disability and confessed using the phone was a problem. He was surprised to learn that UVic has only one TDD phone (for use by hearing impaired people) on campus.

Third-year linguistics student Jennifer Walsh worked with the Association of Disabled Students and chaired the sub-

Engineering students’ designs assist young and old

BY PATTY PITTS

UVic mechanical engineering students won two first place design awards at the Canadian Engineering Competition in Edmonton on March 4 with innovative products that will assist the very young and the very old. Third-year students Pat McKenzie, Ryan Smith and Ian Bekker won first place in the entrepreneurial design category for their wheelchair power brake and fourth-year students Craig Gauld, Darlene Gates and Adrian Vickers won the corporate design category with the Transformer Trike, a tricycle developed for use by disabled children.

McKenzie, Smith and Bekker, whose design also took top honours at the Western Engineering Competition (WECC) held in Victoria in February, developed their idea after a UVic Senate member remarked how her own mother, who lives in an extended care facility, kept forgetting to apply her wheelchair brake. She approached Dr. Ged McLean (Mechanical Engineering) who presented her dilemma to his design class.

The resulting brake provides an added degree of safety for people in wheelchairs who frequently suffer injuries from falls when they transfer from their chairs to beds or stationary chairs. Unlike conventional braking systems, this award-winning brake can be applied at the press of a button, even by someone with arthritic or disease-weakened hands. A second brake button is handily located at the back of the chair near the handle so attendants

don’t have to bend over to apply a wheel brake in the conventional fashion. This lessens their chances of suffering repetitive back strain injuries.

The students have made their design “fail-safe” by including a seat sensor device that automatically locks the brake the instant the occupant rises from the chair.

“This is just a prototype,” explained Bekker. “We need to ‘road test’ it in a hospital setting.”

The Transformer Trike, which took second place in its category at WECC, has already won rave reviews from its young users at the G.R. Pearkes clinic. The tricycle, constructed from \$65 worth of recycled bicycle parts, is the latest in a series of successful collaborations between UVic students and Pearkes Clinic.

“I think this co-operation between us and UVic is a great idea,” said pediatric physiotherapist Betty Skiffington. “The students have no pre-conceptions about what’s asked of them. They do it because they don’t know it can’t be done.”

Skiffington’s challenge was to create a tricycle that could both meet the special needs of cerebral palsy and spina bifida children and be useful to other youngsters who enjoy tearing around a playground or a gymnasium on a tricycle.

The students designed a low-riding model with heavy-duty tires that minimize the chance of the trike tipping over. The handle bars, seat and back rest are all easily adjustable meaning several members of the same family can all use and enjoy the

same tricycle. It can accommodate children aged three to 12 years old.

“It means youngsters can play with it in an unsupervised setting,” says Skiffington. “The seat is so low that if the child does fall off, it’s a gentle fall. Disabled children are entitled to fall.”

Skiffington favours the modest UVic design over an American tricycle that is also in the clinic’s inventory. The \$400 (U.S.) import looks boxy and unstable. Its wheels are small, the seat is high and little is adjustable. The basic UVic design gives Skiffington exactly what she wants.

“The crucial bit is that they [the students] did it themselves,” she adds. “They gave me answers to all my questions and kept the design clean and simple.”

The students have received funding through UVic’s Innovation and Development Corporation to develop a sleeker prototype.

“We’re taking our degrees and using them for a cause,” said Gates. “The kids at Pearkes are so great and it’s in our community.”

Two other UVic students took honours at the engineering competition. Aaron Fyke, a fourth-year mechanical engineering student, took second place in the competition’s extemporaneous debate category. The father/son duo of Dr. Andreas Antonio (Electrical and Computer Engineering) and fourth-year computer science student Tony Antonio took third place in the same category.

New award for excellence in science teaching

A new award will recognize teaching excellence in science.

“This is the first time we have had a teaching excellence award,” says Dr. John Weaver, Dean of Science, “and we are delighted to be able to recognize the excellent teachers we have in the faculty.”

The award will be presented annually to an instructor who has been teaching at least three years in the Division of Science at UVic. Eligible instructors may be full or part-

time, tenured or untenured, sessional faculty as well as laboratory instructors. The successful nominee will receive \$500 and a commemorative plaque.

The award, which will be supported by an unexpected and anonymous donation to the Division, will be presented at an award ceremony during the final week of the spring term. Those interested in nominating an instructor should contact the chair of the appropriate department immediately for details.

committee for Disability Awareness Day. Instead of seeking volunteers from among students who already assist disabled students and are aware of their issues and difficulties, Walsh sought higher-profile volunteers from among the campus community to simulate disabilities. Associate Vice-President Academic John Schofield spent the day in a wheelchair while UVic Students’ Society communications director Susan Corner simulated a visual impairment.

“People were really helpful,” says Parsons, “but I noticed people who knew me would notice the chair before they noticed me.”

Quote— “I have three phobias which, could I mute them, would make my life as slick as a sonnet, but as dull as ditch water: I hate to go to bed, I hate to get up, and I hate to be alone.”

—Tallulah Bankhead (1903-1968)

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PATTY PITTS PHOTO

Dr. David Lai holds a copy of his book *Land of Genghis Khan*, the first edition of the *Western Geographical Series* to be published in full colour. Cartographic technicians Ole Heggen (seated) and Ken Josephson (standing) and designer Diane Macdonald collaborated on the volume, a companion book to the upcoming exhibition at the Royal B.C. Museum.

Turbulent history of Genghis Khan traced in new book

BY PATTY PITTS

The thousands of people viewing the treasures of Inner Mongolia this spring and summer at the Royal B. C. Museum's (RBCM) "Empires Beyond the Great Wall" exhibition will be confronted with a visual feast and a staggering amount of information in an unfamiliar language.

Dr. David Chuenyan Lai (Geography), a member of the museum's ad hoc committee for the exhibition, was concerned how this might affect the visitors' experience.

"There will be so many names and so many different terms that it will be very confusing," says Lai. "So I decided to write something to help the public understand the exhibition."

The result is *Land of Genghis Khan, The Rise and Fall of Nation-States in China's Northern Frontiers*, a companion book to the RBCM exhibition that traces the history of the nomadic tribes and the empires they founded with colourful, clear maps that complement the straight-forward text.

The book is the first full-colour publication in the Department of Geography's Western Geographical Series. The collaborative effort between Lai, cartographic technicians Ole Heggen and Ken Josephson, and designer Diane Macdonald takes the reader from the first appearance of modern man in Inner Mongolia 40,000 years ago to

1947 A.D. and the creation of the Inner Mongolian Autonomous Region and its political division in 1994.

The turbulent history in between tells of the constantly shifting power and influence in China's northern frontiers between the nomadic tribes seeking pastureland and agriculturalists to the south who settled in walled cities and grew crops.

"The nomads built empires that had no walls, just pasture and the route to the pasture," says Lai. "When the grass was gone, they moved on. They had a portable culture."

The results of that culture is what will be on display at the RBCM beginning March 31. As the tribes pushed south new dynasties were created and established in China, then other tribes would claim the vacant pastureland left behind. The ancestors of some displaced tribes moved west into Europe. Others relocated to what is now known as Kazakh and Kirghiz in Russia.

Many tribes had no written language and Lai has attempted an objective approach to the Chinese translation of the northern tribes' oral history which casts the northern people continually in the role of barbarians. The Mongols were not identified as a distinct people until the 7th or 8th century, and over 300 years would pass before Genghis Khan began

assembling his empire that eventually stretched from the Sea of Japan across Mongolia and Central Asia as far west as the Caspian Sea.

Vast as his empire was, it included only a small part of China. It was left to Genghis Khan's grandson, Khubilai Khan, to push south in the 13th century and conquer land ruled by the Han people. He became the first "barbarian" Emperor to rule over China in its entirety.

As for the Great Wall, different segments of it were built and destroyed from 220 B.C. onwards. The wall tourists flock to today has its origins in the 14th century after the Han people drove the Mongols back to the Mongolian Plateau and then established the Ming Dynasty.

Lai admits that Genghis Khan plays only a minor role in both his book and in the RBCM exhibition whose original title, "Archeological Findings of Inner Mongolia," made no reference to the fierce warrior. But the great Mongol leader has the kind of star quality that attracts crowds to museum exhibitions and the visitors will be able to understand it better thanks to Lai's book. (*Land of Genghis Khan, The Rise and Fall of Nation-States in China's Northern Frontiers* will be sold for \$10 each at the RBCM or at the Department of Geography.)

Senate approves first Centre of Environmental Health in Canada

BY TERESA MOORE

Dr. Barry Glickman is a happy man. On March 1, Senate approved motion to give official status to the proposed Centre of Environmental Health, making it the first Centre of its kind in Canada. Glickman, who was lecturing in Japan when the announcement was made, was thrilled when he heard the news.

"It's taken over two years [to get official status], but this is what we have been working towards," he told *The Ring* in a telephone interview from Vancouver after his return from Japan. "I am delighted."

Glickman, a pioneer in the application of biotechnology techniques to the field of environmental health, has been at UVic since 1991 when he was wooed from York University to head up the proposed Centre which serves as a focus for research into the effect of environmental agents on human health.

Glickman offers a number of reasons why Centre status is important to the work of the Centre. Practically, it means that his researchers can now become fellows or associates of the Centre, thus taking on a more official role at the University. The Centre will now also be able to offer scholarships and interact with other Centres on an equal footing.

"We have been acting as a centre and representing ourselves publicly as one, now we are official."

Glickman also says Centre status will benefit all UVic students as the Centre will be relocated from the Sidney lab, where it has been operating since 1991, onto campus.

"Our multi-million dollar facility and equipment were not easily accessible to the student body and faculty, and our graduate students had difficulty accessing the resources of the University. They need more than just a small group of people in an isolated environment." An added benefit, says Glickman, is that people at the University will be able to find them.

"We're not listed in the UVic phone book like other Centres. This just added to our feeling of isolation."

Scientists study climatic effects of frozen gas

Did escaping methane gas bring about the end of the ice age? That's speculation, says UVic researcher Dr. George Spence, School of Earth and Ocean Sciences (SEOS), but the natural release of large amounts of methane gas could have a significant effect on our climate.

Spence, and a joint UVic-University of Calgary research group, have been examining the effect of the release of these frozen natural gases into the environment. Spence coordinates the UVic team that includes Dr. Michael Whitticar (SEOS), Dr. Inez Fung (SEOS) and Dr. Roy Hyndman (Pacific Geoscience Centre). Dr. Raj Bishnoi is working at the University of Calgary. The team recently received a \$270,000 collaborative grant from the Natural Sciences and Engineering Research Council (NSERC).

Frozen natural gas, mostly methane, is an ice-like form of natural gas found in water depths below 500 metres or at 200 metres below sea floor. It is found in large quantities on continental slopes throughout the world and is abundant offshore from Vancouver Island. The gas may be released by natural means, such as sea level changes or global warming, and when this occurs a large amount may be released into the atmosphere.

Because the volume of frozen gas in the world is estimated at twice that of conventional

hydrocarbons, one important element of the UVic-Calgary research lies in the potential of recovering this reservoir for human use. Another important area of study is to examine what effect the release of a massive amounts of methane, which is known to be an efficient greenhouse gas, will have on the environment.

Scientists have already recovered frozen natural gas. Two years ago the international scientific Ocean Drilling Program on the margins of Vancouver Island and Oregon recovered a small amount of solid hydrate from just beneath the seafloor.

In recovering frozen gases, scientists are mindful of possible hazards when the gases are released. In the Arctic environment, for example, the gas hydrate is found at shallower depths where it is stabilized by the cold temperatures. High pressure free gas can be trapped beneath the frozen layer, representing a hazard during oil drilling operations.

This is the first year of NSERC's collaborative project grant competition which was initiated to encourage a partnership between a number of researchers and institutions. Only 10 per cent of the applications for the grant were accepted. The largest portion of the SEOS grant will be used to support graduate students.

Recycling Update

In its continuing quest to reduce paper and waste, Computing Services now has CMS Charging reports accessible to pre-authorized users on-line and is no longer printing and distributing those reports in hard-copy form. This change will reduce paper consumption by about 8,000 sheets annually.

Who are the Faculty Women's Caucus?

Last year, the Faculty Women's Caucus decided to start documenting its history, and began the project by conducting a series of interviews with past chairs of the Caucus as well as with women faculty who were involved in active organizing from the beginning. To mark International Women's Day, the following two interviews have been selected from those submitted to *The Ring*.

Presented here are the thoughts and recollections of Dr. Jennifer Waelti-Walters, Chair of Women's Studies, and one of several women who were there when it all began in 1985, and an interview with Dr. Sneja Gunew, current Chair of the Caucus, and Professor in the English Department.

Women faculty in the University of Victoria, British Columbia, have a decade-long history of group activism. Beginning in 1985, several women faculty have given their time, energy and commitment to making UVic a more hospitable and equitable place for women scholars. These women have had to work within the protocols and intricacies of

the institution to ensure their voices are heard on a number of important issues, notably those to do with equity.

CHAIRS OF THE FACULTY WOMEN'S CAUCUS

1987-88: Prof. Marilyn Callahan (Social Work)
1988-89: Dr. Paddy Tsurumi (History)
1989-90: Prof. Maureen Maloney (Law)
1990-91: Dr. Christine St. Peter (Women's Studies)
1991-92: Dr. Nancy Galambos (Psychology)
1992-93: Prof. Judith Terry (English)
1993-94: Dr. Alison Preece (Education)
1994-95: Dr. Sneja Gunew (English)

Jennifer Waelti-Walters recounts genesis of women's activism at UVic

BY SOOK KONG & SNEJA GUNEW

Ten years have passed since it all began. Nevertheless, Dr. Jennifer Waelti-Walters, the doyen of Women's Studies at the University of Victoria, recalls vividly the genesis of faculty women's group activism in 1985.

According to Dr. Waelti-Walters, she rounded up a group of faculty women to meet with a senior university administrator when it became apparent to her that UVic might lose excellent women scholars because there was nothing for some of them except part-time appointments. She says: "I was so angry with the world. I marched off to see the Vice-President Academic, who was Murray Fraser at that time (who's now the President of the University of Calgary).

"Essentially, I yelled at him. I don't remember what I said but something along the lines of treating women properly, Women's Studies, the state of women on campus, and that this was outrageous and so on.

"Either in that meeting or one very close to it, I said that if he didn't do something about it, I would personally see to it that every woman on campus worked to rule, and, then, he had to see how much of the campus was actually being run by the women."

Shortly after that meeting, Prof. Fraser asked to meet with faculty women. Dr. Waelti-Walters and fourteen other faculty women met with him every week for a whole term to give him their feedback about how life in the university could be more equitable for women. Thus Prof. Fraser spent a significant amount of his time gathering the concerns of UVic's faculty women. Waelti-Walters says: "He had never been in the

presence of such a large group of women by himself. And, of course, we had never been together as a large number of women who were being listened to."

Waelti-Walters recalls that the dynamics among the faculty women, who met with the Vice-President Academic, were very good. During those numerous meetings, the faculty women combined their strengths and capabilities; for example, some of them were excellent at asking incisive questions, while other faculty women were skilled at being provocative, and yet others had an acute sense of timing that

"...The curriculum didn't include women, we weren't heard, we weren't attended to. And there weren't enough of us. That was the main thing back then."

helped to convey points effectively.

Some of the women in that group, known, subsequently, as the Vice President's Ad Hoc Committee on Women's Academic Affairs, included Drs. Connie Rooke (formerly in the English Department and currently, the Vice-President Academic of the University of Guelph), Paddy Tsurumi (History), Christine St. Peter (Women's Studies) and Brishkai Lund (Continuing Studies), Dr. Margie Mayfield (Education), Prof. Marilyn Callahan (Social Work),

Dr. Fong Woon (Pacific and Asian Studies), Prof. Maureen Maloney (Law), Monika Langer (Philosophy), Phyllis Senese (History) and Betsy Tumasonis (History in Art).

Waelti-Walters says: "We never met in-between. We just went to those weekly meetings with Murray Fraser and we would start talking about all the stuff we'd been storing for years. And, one day, he said: 'Do you guys rehearse this?' Somebody said: 'No. You know when you have the same issues that nobody has attended to for years and years, you know very clearly what you want'. He was quite surprised by it all.

"So it really was that the place just didn't pay attention to us. The curriculum didn't include women, we weren't heard, we weren't attended to. And there weren't enough of us. That was the main thing back then."

In the second term, the faculty women worked on the draft of an Equity Policy that would cover all faculty women working for UVic. Dr. Waelti-Walters credits Dr. Fong Woon, Pacific and Asian Studies, and Dr. Maureen Maloney, Law (currently, British Columbia's Deputy Minister, Ministry of the Attorney General) as the chief architects of that policy. Dr. Waelti-Walters says: "We never had anything, so we discussed everything—equity, hiring more women, maternity leave, childcare, checking that we were paid properly—all the stuff that eventually went into the Equity Policy."

In the following year, the faculty women were invited to speak to the Deans' Council. Dr. Norma Mickelson, who was the Dean of Education from 1976 to

1980, did a presentation on behalf of the women. She arrived in Victoria on a Friday, having spent a year in China, and worked through the weekend with the group, before doing the presentation on the Monday following. Waelti-Walters says: "We were expecting an attack from a particular quarter. Instead, we were told that if our proposals were to be accepted, they should be funded properly. We were amazed. Dr. Mickelson was the first woman to be appointed a Dean at the University of Victoria."

The faculty women witnessed another milestone when UVic's Board of Governors endorsed the Equity Policy in 1990, making it applicable university-wide. Dr. Waelti-Walters says: "We have succeeded in getting more faculty women hired. We went from thirteen per cent to twenty-five per cent over five years, once we had the proper policy."

For some time now, the Caucus has invited Dr. Sam Scully, who became the Vice-President Academic and Provost in 1988, to meet its members at the beginning of each academic year. President David Strong, who joined the university in 1990, has also been invited to meet occasionally with the Caucus. The first meeting with Dr. Strong had some ninety faculty women present.

The Vice-President's Ad Hoc Committee on Women's Academic Affairs changed its name to the Faculty Women's Caucus in 1987. Waelti-Walters notes that the change came about because the faculty women wanted a succinct name and they also wanted to signal their autonomy.

Waelti-Walters, who has been the Director of Women's Studies

since 1988, has never been the Chair of UVic's Faculty Women's Caucus because she believes

"...I would like the university to be so equitable that all the Caucus has to do is organize lunches and other social events."

in having the representation of as many women's voices as possible. "Since I am the Chair of Women's Studies, it's better to have someone else chair the Caucus. That way we have at least two voices, and we can keep the needs of Women's Studies separate from that of faculty women," she says.

Asked about her visions for the future, she says: "I would like the university to be so equitable that all the Caucus has to do is organise lunches and other social events."

She continues: "It's really important to the moral well-being of the women on campus that the Caucus exists. And for the younger women who are hired here, the fact that we have one or two democratic things like voting for our administrators and that there is this healthy Caucus really makes the place feel better, even though there are some things that are still seriously wrong in this place. It gives us a sense of belonging. The sense that we have that we know each other, at least those who choose to be known, and that there's a place for the others to come to."

See article, page 5

Awards to women

The Sharing Strengths and Strategies conference honoured several UVic women for their outstanding contributions to the University. Framed certificates of recognition and gift certificates were presented to: Suzanne Doyle, a linguistics student and the founder of the

Frontier College Students for Literacy Program at UVic; Dr. Genevieve Eden, the sole female faculty member in the School of Public Administration; Joanne Frisk, undergraduate secretary in the Faculty of Engineering; Prof. Hester Lessard, (Law) former Chair of the Equal Rights and

Opportunities Committee; Liliane Morgan (Continuing Studies), former president of CUPE 951 and former UVic Board member; Janetta Ozard, former UVSS Chair and Board member; Rhonda Rose (Buildings and Grounds), one of only two continuing female grounds

workers on campus and former CUPE 917 executive member; Josie Schofield, a pioneer in teaching Women's Studies on campus; Patrice Snopkowski, UVic's senior graphics designer and an active member in CUPE 951; Angie Sorrell, a political science student and president of

Steelworkers 9288; Arlene Tulloch (Library), a member of many CUPE 951 and campus committees; and Sharyl Yore, Chair of the Exempt Employees group and Canadian District Director to the International Board of Directors of Professional Secretaries International.

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UNIVERSITY OF VICTORIA

STRATEGIC PLANNING

ISSUE PAPERS

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THE UNIVERSITY OF VICTORIA STRATEGIC PLANNING ISSUE PAPERS

UVic's Strategic Planning Task Force is charged with considering the development of UVic over the next ten years, identifying strategic choices and initiatives facing the University during that period and recommending to the Senate and Board of Governors a final draft of the University mission statement and a strategic plan.

The terms of reference for the Strategic Planning Task Force were endorsed by the University Senate and Board of Governors in April 1994. The 13 member Task Force comprises representatives from the Board of Governors, faculty, staff, students and the administration.

After consultation with the University community through a questionnaire, focus groups and a town hall meeting, the Task Force identified six strategic issues and in addition some cross-cutting issues such as equity and environmental responsibility. The criteria used to identify a strategic issue were as follows:

- Does the issue require immediate attention?
- Is it institution-wide in nature and effects?
- Is its scope beyond being addressed through regular administration and policies?
- Are the consequences unacceptable if nothing is done?

The 6 issue papers included in this issue of the *Ring* have been revised by the Task Force after consultation with Senate and the Board at a one-day retreat on February 18, 1995. These papers do not present a strategic plan; their distribution is another step in the consultative process adopted by the Task Force. The papers discuss a number of inter-related issues, including those that the Task Force identified as cross-cutting and present a number of questions and options regarding these issues. The Task Force is now seeking input from the University community before developing a draft report. Such input might include answers to the following:

- Are there any other options?
- Which issues and/or options are the most important?
- Are there any other questions the Task Force should be asking?
- Which of these issues, options and questions should form the focus for a strategic planning process?

In addition, the Task Force will hold a Town Hall Meeting at Noon on Wednesday, March 22, 1995 in Begbie 159 to discuss these issue papers. Everyone interested is welcome. There will also be smaller discussion groups for each one of the issue papers on the same day, March 22nd. The schedule for the discussion groups is listed below:

WEDNESDAY, MARCH 22, 1995 - NOON

Town Hall Meeting

Begbie 159

11:00 A.M. TO 11:50 A.M.

- | | |
|-------------------------------|----------------|
| 1. Learning and Teaching | Sedgewick C168 |
| 2. Diversification of Funding | HSD A260 |

11:00 A.M. TO 11:50 A.M.

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| 1. Access, Size and Composition | Sedgewick C168 |
| 2. Research | HSD A260 |

2:00 P.M. - 2:50 P.M.

- | | |
|-------------------------|----------------|
| 1. Internationalization | Sedgewick C168 |
| 2. Governance | HSD A260 |

The Task Force welcomes submissions on the papers from individuals or groups; please submit your response by April 3, 1995 to Beth Watton, Assistant to the Strategic Planning Task Force, c/o Office of the University Secretary, Sedgewick B102, for transmission to the Task Force.

ACCESS, COMPOSITION AND SIZE

I THE ISSUE

The issue is whether UVIC can and should develop a coherent policy and procedure to ensure that its growth and development reflect its mission and aspirations: Should UVic add more students at all, and if so, in what areas? Must a growth in student numbers be supported by additional funding, or are we prepared to reallocate funds? The challenge is three-fold, as each of the three components in the title can be considered separately, yet each is related to the other two. We need to understand each of the components of this issue to examine why they are strategic at this time.

Access

There are growing external pressures on the University with regard to accessibility. These pressures have recently developed to such an extent that the University has been forced to confront its prevailing philosophy of open accessibility. A continuation of this philosophy could lead to uncontrolled growth. Given growing concerns about maintaining the quality of education under both declining resources and external pressures for open accessibility, UVic will need to make choices about access.

On the other hand, the recent decline in student numbers may not be a deviation from a trend. It may be that the expansion of the system has more than compensated for demand. Further it seems that stu-

dents are varying from the traditional pattern of university studies. They don't necessarily remain full-time throughout a program and some even stop out for a period. If there is a new trend, the issue concerning access becomes how do we recruit enough students to maintain our programs and adapt to student flexibility.

Composition

There are various components that define the "composition" of the University. The number of graduate students at UVic has doubled in the last decade whereas the undergraduate population has grown by 1/3. During the same period, UVic has added several professional programs. Given the pressures for accessibility and the increasing number of graduate students, UVic will need to review its composition and provide a framework for the next decade.

Size

Size is an outgrowth of accessibility and composition but it can also be a defining factor. It can be decided by either accessibility and composition, or be the deciding parameter, but any such decision will need to be coordinated with other factors.

II WHY IS THIS ISSUE STRATEGIC?

These issues are fundamentally strategic for UVic at this time because of the

natural tension between size, resources and academic quality. There have been and continue to be dramatic changes in the B.C. post-secondary system to which UVic has to respond. And overall, there are more students wanting university degrees. The consequences of not deciding what UVic wants is that we will outgrow our resources, or that we will, by responding to short term pressures, be forced to allocate resources to areas which are not consistent with our mission and aspirations. For example, if we make no decision to limit growth of undergraduate programs, we may have to divert resources from the expansion of graduate programs. Decisions on access, size and composition are essentially resource decisions. We must respond to the pressures to increase in size and the more rationally and carefully we plan the better the outcome will be.

III THE PRESENT CONTEXT

Access

UVic, until 1990/91, was a university with open accessibility for most students meeting the minimum admission criteria in Arts and Science. The Faculty of Arts and Science has accounted for approximately 60% of the undergraduate student body over the last five years. Starting in 1991/92 until this past September, the cut-off point for GPA had risen sharply for all groups of applicants (B.C. Grade 12, B.C. College Transfer, out-of-province

secondary schools, out-of-province college transfers). In 1994/95, the B.C. College Transfer entrance GPA dropped to the pre-'91 level, B.C. Grade 12 entrance GPA dropped significantly but not to pre-'91 levels, and the two out-of-province averages remained constant until January '95 when they dropped significantly.

During the same decade, the percentage of applicants admitted varied from a high of 82% in 1987 to a low of 52% in 1992 and 1993 for B.C. secondary, a high of 73% in 1986 to a low of 47% in 1993 for B.C. College transfers and from a high of 74% in 1987 to a low of 45% in 1993 for other applicants. Except for September 1994, which may be an aberration, there was a downward trend in the percentage of applicants admitted to UVic.

Most undergraduate programs at UVic except Arts and Science have had quotas on the number of students. These quotas were set when the programs were first developed and in many instances were related to the availability of physical resources. Recently Arts and Science have started to put caps on enrolment.

During this same time period, graduation rates for first year full-time students have increased steadily from an average of 45% to 59% having graduated after eight years. We can verify that approximately 5% of first year full-time students transfer and graduate from the other BC universities. This rate has been dropping over the last decade. Compared to comparable Ontario

universities, this retention rate is still low.

In B.C., the number of Grade 12 students in each year has been increasing steadily, and in all likelihood will continue to grow for the next decade. The reasons for this growth are the combined effects of the "baby boom echo" and migration and immigration to B.C. Another pressure is that the participation rate in B.C. in post-secondary education has been historically low. It will probably increase toward the national average as post-secondary education becomes more important as a necessary prerequisite to a career, and as the number and size of post-secondary institutions grow.

The government response to this increasing demand for university education has been the creation of university-colleges, UNBC, and most recently a technical university in the Fraser Valley. UVic has partnership agreements with four university-colleges (Cariboo, Okanagan, Malaspina, and the Fraser Valley), a role which will change when the university-colleges gain degree granting status, although program-level connections will continue in some.

Composition

UVic has had a reputation as a liberal arts undergraduate university. Since 1980, this role has changed. Graduate enrolment has doubled in the last decade from 937 students in 1985 to 1,937 in 1994, from 8.8% of the total student headcount to 12.8%. Students enrolled in masters programs have increased from 788 students to 1464 (86%) whereas students enrolled in doctoral programs have increased from 149 to 473 (217%). Therefore the proportion of graduate students who are studying for their doctorates has grown from 16% in 1985 to 24% in 1994. The full-time undergraduate population during the same time period increased by 30% and the part-time undergraduate enrolment by 50%.

During that same time period, the age profile of the full-time undergraduate population has increased slightly, and it has decreased slightly among the part-time undergraduate population. The increase may be a direct result of the increasing number of co-op programs and the rising grade point average requirement for admission.

Since 1985, UVic has developed a Faculty of Engineering and added a School (Faculty) of Business. It has become a comprehensive university offering a wide range of programs.

During this same time, the percentage of students who are women at UVic has increased. We have now reached the point where 50% of the graduate students are women and 59% of the undergraduate students are women. The three faculties that vary greatly from this norm are Edu-

cation (75% women), Engineering (10% women) and Human and Social Development (85% women).

In the undergraduate programs, there has been a shift in the last decade from the lower division (years 1 & 2) to the upper division (years 3 & 4). The student populations in the first two years have grown by 8.4% whereas in the upper two years they have increased by 46%. The upper division now comprises 55.6% of the undergraduate student body.

Size

Overall, UVic has grown by 43% over the last decade from 10,646 students to 15,183 students. Physical resources have been stretched to their limit under the present arrangements. The support services and infrastructure are showing stress. During this period the library budget has increased by only 3.5% in constant dollars and the plant maintenance and administrative budgets by 30%, whereas the academic budget has grown by 55%. UVic has prided itself on its friendly and personal approach. This image may be increasingly difficult to justify, given the growing size of the student body. The stress on the infrastructure is beginning to affect the way we deal with students.

IV OPTIONS

Undergraduate/Graduate

Should UVic allow its undergraduate program to grow without restrictions and therefore severely limit growth at the graduate level? Or is it more in keeping with its mission as a university to control growth at the undergraduate level and have expansion at the graduate level? What are the resource implications of either choice?

Will technology change the way UVic delivers its undergraduate and graduate programs and therefore affect access? Can distance technology be used for courses both on and off campus? Is the Western University Television Consortium a viable teaching alternative to access issues? How will technology and distance education affect the traditional community of learners and scholars concept of a university?

Undergraduate Education

One approach the University could take is to maintain its strong and fixed first and second year programs but to concentrate undergraduate growth in the third and fourth years. Although this option has direct benefits for the academic programs, the cost difference between delivery of lower division courses and upper division courses will have a major impact if there is to be no reduction in quality.

Another approach, which could be seen as a separate or additional re-

sponse, is to examine carefully UVic's view of an undergraduate education, especially in Arts and Science. A series of strategic questions arise:

- 1 Is the University using its resources as efficiently and effectively as it could by allowing students as much choice as it does in the first two years of the program? Is this the best option for students or should students be offered more structured programs that provide a more focused and coherent education? Should professional programs be more flexible and allow students greater choice to encourage an interdisciplinary approach?
- 2 Should dividing admission between arts and science be a priority of the Faculty of Arts and Science? Should the University consider admission from community colleges to a particular program rather than to the University as a whole? These would be some approaches to address some of the access problems.
- 3 Should there be differential fees for those who simply attend the University to take some special interest courses outside a particular program? Should UVic consider full-cost fees for students who take more than 60-70 units of study?

There are a variety of questions and challenges to be faced by faculties at the undergraduate level. The options include:

- 1 No growth whatever in numbers or programs - Is this possible given government incentives for growth and faculty aspirations for development?
- 2 Growth within present physical resources leads us to consider the following:
 - i. Introduction of a trimester system
 - ii. Evening and weekend degrees (should there be incentives to make this option more attractive?)
 - iii. Discontinuing some programs in order to increase resources to others
 - iv. Rewards for students taking courses at less popular times or televised courses (a fee discount?). And rewards for faculty for providing those courses?
 - v. Incentive programs for degree completion in a timely fashion (Should UVic charge a high annual registration fee and a lower course fee to encourage students to complete their programs more quickly?)
 - vi. All of the above.

Graduate Education

A consideration for Faculties is whether existing masters programs can be expanded through increased class size and other methods such as distance education. New technology will enable the development of new non-thesis degrees and the growth of present ones. Professionals will be interested in upgrading their skills without having to return to campus. Both the School of Business and the School of Public Administration are already looking at this option. Should the University charge full cost for these distance professional programs?

UVic may want to increase its emphasis on Ph.D. programs to ensure the continued development of its research profile. Further, there are still a number of areas in the University which do not offer graduate programs. As they develop and add or replace faculty, it is likely that faculty in these areas will aspire to graduate work. In other departments which have developed programs at the Masters level, the next obvious progression is a doctoral program. There are approximately 7 departments or programs in the first category and 9 in the second.

One response to growth at the PhD level is to allow growth only in those areas that can attract external funding. Or should the University decide where the academic merits for growth are? If so, how will the University support the students? Should University fellowships be limited to research programs only?

Composition

Student Constituencies:

There are various questions the University will have to ask and answer concerning the academic, cultural and ethnic backgrounds of students it may wish to recruit.

- 1 Should the University pursue the truly outstanding BC high school graduates more vigorously? Is this constituency important and maybe necessary to reach the academic goals UVic has set for itself?
- 2 Do we believe that international students are an essential component of the student body and an integral part of the internationalization strategy of the University? If so, how does the University accommodate these students if the number of undergraduate students remains constant or only grows in response to government initiatives for access? Does the University allow the displacement of BC students or accept international students as additional students at full or near-full cost?
- 3 The draft mission statement sets as one of our goals: to develop innovative and different ways

to make our programs more accessible, notably for First Nations Peoples and other minority groups who are under-represented in our student body. The Faculty of Law has specific policies to encourage a diverse student body. Should other areas of UVic adopt similar policies? Should the University therefore be more proactive in recruiting First Nations students? It may be that the best way to achieve this goal is to develop innovative bridging and transitional programs in partnership with the colleges.

Students would then be able to adapt more easily to the university educational experience.

Co-op:

The University offers the second largest co-op program among the English universities in Canada. Generally co-op programs fulfil the increasing demand for skills training for undergraduate and graduate students. Co-op programs may become increasingly important as a way for students to gain the work experience needed to get a job. However, co-op programs are more expensive

than regular programs. Are co-op programs a priority for the University? How does the University encourage more co-op programs at the Masters level? Could the co-op option be a way to fund graduate students? The BC Science Council GREAT awards are a good example of a partnership with government and industry but UVic does not apply and receive its share.

Discipline Balance:

Decisions will have to be made whether discipline balance is important or whether the University

must ensure only that it has a rigorous process by which new areas are added. This process would develop criteria for growth - response to government demands, research developments, and job market requirements.

Conclusion

It is important that UVic consider these questions and develop responses. It is the choices we make that will define our future.

DIVERSIFICATION OF FUNDING

I THE ISSUE

It is increasingly evident that the University of Victoria must diversify its sources of funding in order to enhance the quality of our current undertakings and develop new initiatives in response to contemporary social issues. New sources of funding and a new approach to the issue of university finances are both necessary.

The fundamental necessity to diversify is driven by the changes in the fiscal situation and in the apparent public view that deficits are to be reduced and tax increases are to be avoided. Diversification of funding is a particularly challenging issue in a university context, however, because funding diversification and related entrepreneurial activities, together with a highly responsive approach to new opportunities, have not been strong features of most public universities including the University of Victoria.

The focus on the diversification of revenue sources as a strategic issue is not to suggest that the Task Force believes the University can or should disregard the need to use our existing funds more effectively. Budget management, reviews of budget and space utilization, and the reallocation of resources to the highest priority needs ought to be intense and on-going activities.

Indeed, our consultations have identified as an important issue the nature of the University governance structure that links academic and non-academic priorities with expenditure priorities. The decision to focus on revenue diversification must not be construed to ignore the importance of these University-wide expenditure management processes, which are dealt with more directly in the issue paper "Governance, Decision Making and Communication in the University community".

II WHY IS THIS ISSUE STRATEGIC?

The changes in the fiscal situation and the spending and taxing priorities at all levels of government clearly indicate that there must be immediate action to change our way of looking at institutional finance. Given the rapid changes in the public sector throughout Canada, we believe that the option of "weathering the current fiscal storm" is not an acceptable or realistic option. The finances of a university are, without question, institution wide. While there are institutional arrangements and policies to govern the general process of setting priorities and allocating expenditures, there is essentially no history or arrangements to change markedly the mix of our revenue sources and the uses to which we would put these new revenue sources.

The changing finances of the whole public sector is a fundamental motivator in this initiative to diversify our sources of funding. Several issues at most universities interact with these external changes to make the problems particularly challenging.

First, universities in general have not focused on the entrepreneurial activities that will be associated with developing and maintaining a more diversified set of funding sources.

Second, some areas of the University will have greater potential than others to diversify their funding sources.

Third, it is unlikely that all new initiatives will work. Responsiveness to new opportunities must be combined with an equal responsiveness in evaluating their successes and judging that some ought not continue.

Fourth, in the process of seeking out additional funding that adds net resources, the institution must seek to cover all costs; too often, donations or

funded research fail to recognize the space costs, maintenance costs and overheads.

III Context/Background

An evaluation of the **EXTERNAL FACTORS** that have been and will continue impacting on the university has led the Task Force to focus on the following in its review of the funding sources:

- there will almost certainly be fewer public dollars per unit of activity and both public and private sources of funding will seek to impose more "strings" or conditions on the use of this funding;
- the increased use of earmarking will require that the University must increasingly meet government and, perhaps, corporate priorities;
- there will be an increasing movement to fund research and teaching activities separately with different conditions on the funding;
- there will be greater incentives to initiate collaborative research, both from research agencies and from private sector firms; in effect, the test of fundability will increasingly be whether or not the researcher can find other players who are also prepared to "risk" their funding;
- there will be greater reliance on fees (either by way of higher fees per student or of more students with the same resources) and the fees will be expected to relate more directly to the cost of particular programs or to the personal benefit derived from the particular program. The Vice-President Academic and Provost is currently chairing a University Committee on Fees to deal directly with the structure (as opposed to the level) of undergraduate fees; and,

- there could be an even greater change in the external funding environment, depending on the ultimate impact at a Provincial level of the significant change in fiscal transfers announced in the recent Federal Budget. *The options presented below do not try to anticipate any such changes.*

As we seek to diversify our funding sources in response to these external forces, we ought not underestimate the **STRENGTHS** that the University has evidenced in the past several years, namely:

- the experience and reputation gained with the completion of a successful Major Capital Campaign;
- successfully contributing to the Commonwealth Games in capital projects, operations, and, in community spirit;
- successfully initiating, through the Innovation and Development Corporation, an organizational thrust to expand and capitalize on technology transfer and development based on UVic intellectual property;
- beginning to work more effectively with an expanding alumni who, each year, increase their corporate, societal and public influence both locally and around the world;
- developing highly successful linkages with corporations, governments and the public through one of the country's most extensive co-op education programs; and,
- through our Continuing Studies Division, establishing a firm foothold and an entrepreneurial approach in the delivery of Distance Education and lifelong learning.

Even with these strengths and re-

cent successes, the VALUES of the University may be seriously tested as we seek to diversify funding. In particular, the Task Force has noted the following concerns:

- With the pressure to respond to the demand that research be collaborative and more focused, the University may face additional ethical challenges and choices with respect to the allocation of resources. What resources should the University allocate to internal research activities if those activities cannot be externally funded? Where should these resources come from, that is, what other activities should not be supported?
- The need to refocus on alternative funding sources and on a more entrepreneurial style could strain collegial relations and, unless recognized and effectively managed, has the potential for conflict between the units which can benefit from such funding and those which cannot.
- Internal reallocation of resources might be required if we are to meet the changing demands of society, including equity, public accountability, and other considerations.
- With more collaboration and more funding sources, there will be more stakeholders with diverse and conflicting values and expectations.
- If the activities of the institution are more closely related to external and diversified funding sources, the nature of those activities may have to conform to the values and priorities of those external stakeholders and *this may be seen by some as a challenge to the autonomy of the University*. Indeed, as diverse external expectations become more important, our capacity to chart overall directions for the University will be challenged.

IV

OPTIONS/CHOICES

Options (not necessarily mutually exclusive) for diversification are offered for consideration.

Option 1: Expanded Student Population

The University could enrol more fee-paying students (either part or full time) per faculty/staff member. This might be described as "productivity enhancement" with the time and energy of faculty/staff being shifted to support the activities of the greater number of students. Alternatively, technology or other changes in the learning process could be added. Such a

movement towards more students (perhaps without government funding) would have to add incremental costs (laboratory assistance, library resources) at a far lower rate than the incremental revenue from each FTE student (currently \$2200 per student) if the initiative were to enhance the overall financial position.

For 1995-96, UVic will have to enrol an additional 450 FTE undergraduate students simply to meet the numbers expected for the 1994-95 year. It is possible that the government will seek to fund a further expansion of undergraduate student numbers.

This option would not add new funding sources but the proportion of total fee revenue would increase relative to the government grant.

Option 2: Changing Delivery Modes to Increase Demand

One of the constraints at the University is that the physical plant is operating near capacity for some elements of our education and research programs. While utilization is below capacity in other respects, there are bottleneck points which serve to constrain expansion at low additional costs.

To the extent that programs can be taken off campus, into the summer period, into the weekends, or into the evening hours, more programs could be delivered at relatively low additional costs because there will be fewer capital costs associated with more students.

It may well be that "incentive" programs to encourage the use of the physical plant at less popular times may be required. A broader use of incentives in some form for students to finish their programs earlier or to use less attractive time slots may have to be developed, for example.

In each case, the financial plan for different delivery modes would have to focus on all of the costs (including occupancy costs and indirect costs) when such diversification of funding from the traditional delivery modes is considered.

The essence of this option is that the institution will have to adapt to meet the particular needs of potential students including such alternatives as intensive programs, weekend programs, etc.

Option 3: Focus on High Demand/Highly Priced Programs

The University could seek to refocus academic programming towards areas of high market demand that can be translated into higher fees.

The opportunity most frequently noted in respect to this option is the demand by foreign students (or foreign governments) for education in

North America. The tuition fee for undergraduate foreign students is already three times that for Canadian students and even at that level is less than the full cost for most programs. Contracts with foreign governments, at full cost, could supplement and diversify the institution's revenue, for example. The caution is raised, however, that we ought not to "use" international students for profit.

Executive development programs, language training programs, or teaching the use of particular technologies might be other examples where a high demand for quality programming can generate net additional revenue. Several conditions apply:

First, if the costs of providing high demand/high technology programs are proportionally higher, there may be no overall positive impact. Highly priced programming is a real opportunity only if there is a reasonable probability of there being a significant positive net financial result. As in the provision of any service, the more complex that service, the greater the investment required to deliver a quality result; hence, the risk of a large loss if the program is unsuccessful.

For example, there are cases where institutions have initiated programs to deliver international training services but the product did not sell or the costs were too high and the damage included the loss of several million dollars. As compared with companies oriented to launching "risky" business activities, the University does not have risk capital available. Universities are not well situated, therefore, to respond to such risks or losses.

Second, if too many of the institution's resources are tied up in the delivery of high-end programming, the public of British Columbia, who feel their taxes should enable their families to attend university, may withdraw political support. High-end programming must clearly be additional and not detract from our ability to meet our primary mandate.

In respect to Options 1, 2 and 3, our consultations to date have emphasized one particularly important issue. The QUALITY of the academic programming must be a primary consideration. Any initiatives to diversify in these directions ought to be accompanied by Learning and Teaching Initiatives that support and complement the more intensive academic programming.

Option 4: Expansion of Research and/or Service Contracts

Universities have, in recent years, significantly expanded the use of research and service contracts to add activities in particular areas. In many of these cases, a proportion of the contract revenue comes in the form of overhead to the institution to support

the infrastructure. In total, this overhead component still represents less than 1% of the total revenues of the University.

In most cases, such contracts contribute to the enrichment of the activities of the institution. In very few cases is the contract work done as a result of a clear financial plan where all of the costs are considered and the work accepted only if there is a clearly positive financial impact.

Changing our attitudes to become more entrepreneurial in respect to contract research and services may be the most commonly cited thought on how we must react to fiscal restraint. That may be. At universities, however, attention must be paid to the entire cost of such work and the extent to which the funds support the University infrastructure. In most cases at the present time, the bulk of the revenue flows back to support related research rather than to support the basic operation and infrastructure of the institution.

An important element of this option could be a decision to build on the base already established by the Innovation and Development Corporation to forge more corporate partnerships leading to applied uses of our research efforts (thus earning more revenue from our intellectual property). Our ability to identify and act upon opportunities for more principal investigators will have to be improved and incentives to pursue these opportunities must be in place.

It may also be the case that our codes of conduct and approach to contract research will have to be modified to ensure that all such contracts pursued on University time and/or property are administered through the University system and contribute appropriate overheads.

Note: To the extent that an expansion of contract work enriches the intellectual environment in a particular unit, it may be a valuable direction even at breakeven. But, such initiatives cannot be confused with diversification that is initiated in order to add net financial support to the base activities.

Individual faculty members are central to the success of virtually every research or service contract. Any strategy that seeks to utilize this option for diversification must be based on a win-win partnership between the University and its faculty, as well as considering the full costs of such initiatives. The view from our consultations to date, however, is that only very rarely should research or service contracts be allowed to "buy out" the teaching time of faculty.

A warning, however: the greater the use of corporate partnerships in

collaborative research and service, the more our values (equity, environmental, and social responsibility) will be tested. One commentator notes: "We are going to need to be very careful about who we associate with, or we will be selling our institutional soul for profit".

The Task Force recognizes and wishes to emphasize that institutional protocols must be strong and clear if we are to deal with the ethical and conflict of interest aspects of a substantially increased use of external funding with "strings attached".

Option 5: Focussing Internal Research Support

This issue is also discussed in the context of the Research issue paper, but it is clearly related to the themes in this paper.

It is suggested that external funding for research by governments and corporations will increasingly flow to more specific projects that are based on collaboration among participants across universities and research organizations and, in some cases, across disciplines. Indeed, some would argue that this could be a very positive and appropriate change of direction in research funding.

An option to increase the extent of such external funding, therefore, is for the University to refocus its internal operating budget to support those areas of research that are most likely to attract external funding and collaborators.

Traditionally, of course, virtually all large research efforts at any university exist because of external research funding from agencies such as NSERC or the MRC. In many cases, however, even these projects require considerable institutional resources such as space and overhead.

This option would suggest a shift of

internal research support (not a complete shift of course) towards those research activities that are more likely to attract external support and, therefore, contribute to the University's overall financial picture.

Option 6: Fund Raising as Everyone's Business

While we have just completed a very successful Capital Campaign, the need to diversify our funding base means that fund raising must become on-going and be able to meet more diverse objectives. Typically, fund raising has been most successful for buildings, endowed chairs, and scholarship projects.

Changes in our approach are required, however. Universities have often marginalized the "fund raisers" as people who should bring us additional funding but not require our direct participation. Where fund raising has been most successful, the professional fund raisers have the full support and involvement of the "experts", that is, faculty who have outstanding contributions that can attract donor interest. Only if there are agreed to institutional priorities for fund raising and if each unit takes greater responsibility for raising additional funds for its area and if there is a full team effort with the experienced fund raisers will there be any real on-going successes.

Option 7: "Partnerships"

Let it be noted at the outset that this option for diversification has been the most difficult for the Task Force to articulate and define.

In brief, there is a view that all universities fail to market their strengths in a way that builds partnerships with such important constituencies as the alumni, the employers of co-op students, businesses and other interest groups, and so on.

The option goes as follows: If the University were to present more clearly the breadth of its positive con-

tributions and devote more skill and energy to "friend/partnership" building, then the outcome would eventually strengthen our financial base in a number of different ways.

By way of example, using our relationship with alumni, it is evident that enhancing our working relationship with alumni must begin on the first day of contact — the day of application by a first-year student — and continue. Nurturing such relationships does not begin on the day we see something in it for us (the "I spotted a wealthy alumni" syndrome). Existing students and alumni need to be engaged and empowered so they have a stake in our future.

The goal is to enhance our revenue base with greater input from a broader set of partners. The strengthening of our financial base will happen naturally, it is suggested, if we build and maintain a working relationship that enables these groups to feel greater ownership and involvement.

Option 8: Entrepreneurial Use of Physical Space Through Special Events and Conferences

At the present time, while UVic facilities are used for some "special events", there is not a well coordinated effort to package or use this space in an entrepreneurial way. The initiatives of such groups as the Faculty Club, Housing/Food Services and Conferences, Phoenix Theatre, Dunsmuir Lodge, Continuing Studies, School of Business and so on must be coordinated and focused. With respect to the parts of the physical plant that have traditionally been "rented", the principal changes required are better coordination and more aggressive management.

Other features of the University, such as the clinical labs or the classrooms, have not typically been part of this entrepreneurial program. Should the University consider a more aggressive (and intrusive?) utilization of

these opportunities to diversify its revenue base?

CONCLUSIONS

It is the view of this Task Force that the University should be proactive in its efforts to diversify its sources of funding and that some or all of these options must be pursued.

The Task Force is also of the view, however, that the University must define its program priorities and only then define what type of diversified funding sources ought to be used to support those priorities. While it may be wrong or at best naive to suggest that priorities will not be affected by funding sources, it would be very wrong to abandon our obligation to analyze and set priorities on the basis of a broad range of social obligations and institutional goals.

It is best to reiterate, as we conclude this discussion paper, that strategic initiatives to diversify the funding sources will challenge the values of our institution in at least two important ways.

First: it will require us to adapt our activities to meet more directly the priorities of others. This will be seen by many as a direct challenge to our autonomy. We must recognize and accept this argument as a valid concern. We must also seek to balance the potential damage from this new direction to the problems already being created by the shortage of funds, the excessive dependence on existing funding sources and the increasing tendency of the funding agencies to earmark funding.

Second: if we are to diversify, we must recognize and value the entrepreneurial skills that are demanded of each of these options. We must enter these options with the will and skill to make the activities financially beneficial. Equally important, we must recognize failure when it happens and we must deal with it both quickly and effectively.

INTERNATIONAL ACTIVITIES AND UVic

I THE ISSUE

"Internationalization" and "globalization" have become familiar words in the 1990's. Nowhere is this more so than in education...; numerous meetings and conferences are held on the subject. The context, however, is usually that of something which is happening elsewhere, which may have some impact on the university, or to which the university ought to respond in this or that specific way... to the contrary, internationalization is fundamentally changing the environment in which the university's central mandate of teach-

ing, research and service is implemented. This presents a challenge without recent precedent to universities both as individual institutions and as a community. Unless they undergo sweeping re-orientation at every level: department, faculty, and institution, universities risk becoming increasingly irrelevant as the pace of global change accelerates. (John W. Berry. "Internationalizing the University Community in Canada", p. 37 in "Windows on the World, Lester Pearson Institute for International Development, Dalhousie University, 2nd Ed., 1994.)

Since 1963, when UVic changed from a teaching college to a university, our

curriculum and research interests have broadened in response to global influences and opportunities. Our students, faculty and staff have become more culturally diverse, and communications technology has now eliminated the constraints of time, space and borders. These trends will continue and intensify, with or without our strategic attention. Our graduates will enter an economy, academia, and society where local and national activities are increasingly subject to global influences, opportunities and competition. The STRATEGIC ISSUE for us can be framed as:

- What new steps should UVic be

taking to ensure the appropriate, stimulating and challenging engagement of faculty, students and the institution as a whole in the international arena of education and research?

II WHY IS THIS ISSUE STRATEGIC?

I would submit that Marshall McLuhan's metaphor of the "global village" is patent nonsense - at least to the degree it suggests that technology will

automatically link us together in a simpler future in which we all understand one another. For it should be clear by now that the transmission of data is not at all the same thing as the achievement of shared understanding.... Yet if there is an emerging global community, I would suggest that it may be found, at least in embryonic form, in the universities.... [Nevertheless], we have a long way to go before the international community of universities can truly be called a global village.... There is, of course, an alternate, more pessimistic scenario. In this view, Canadians will soon realize that the revitalization of East and Central Europe is a European challenge in which Canada's involvement will be minimal; that 1992 and Maastricht represent a closing of European doors rather than an opening of new opportunities; that we cannot compete with the internationalization thrust of American universities with their far greater resources; that "donor fatigue" and shrinking development assistance funding dictate a decline in cooperation with African universities, and that the attractions of Pacific rim cooperation fade when quick and easy results do not flow.

Preoccupied with our internal concerns: regional and even institutional competition, economic restraint, deficit reduction, and above all, the constitution and Canadian unity, we would put the international agenda on a very cool back burner. I believe that this scenario would be woefully misguided - but it is certainly possible. Governments, corporations, the public, and our national organizations and associations will all have some influence on what happens. But if autonomy of the universities means anything at all, we cannot avoid the conclusion that, ultimately, the choice is our own. (Berry, p. 49 - 50).

These comments are as relevant to the University of Victoria as they are to any Canadian university. Although UVic has nurtured international networks of scholars, to differing degrees between faculties, today we function in a global context requiring responsiveness from the University as a whole. Internationalization is a strategic issue because the world is changing so quickly that our current activities, essentially confined to the individual and program level, are not adequate to meet the institution-wide challenges and opportunities which we increasingly encounter. For example, only 2% of our undergraduate students come from other countries, despite the dramatic increase in immigration to the province, which is significantly lower than UBC, at 3.2%, and SFU at 5.5%.

If we do nothing, we will still feel the impacts of internationalization, but in a manner not of our own choosing nor necessarily to our satisfaction. Our various constituencies, whether government, individuals or the community at large, increasingly require and demand that universities provide the knowledge and expertise necessary for international participation at all levels. Those universities which do so

most effectively will be those most favoured. Although UVic may have advantages deriving from geographic position, physical and social environment, and academic strengths, we are falling behind many Canadian universities. While the world is becoming more connected it is also becoming more competitive, and strategies must be devised to address our particular institutional priorities. This is a critical time for UVic, when we can stay ahead in some areas, surge ahead in others, or be left behind. The need is immediate and new approaches are required. Can we respond fast enough, and in the right way?

III THE PRESENT CONTEXT

International

Our time is characterized by instantaneous communications through technology, increased mobility and migration of individuals, and changing economic and political systems. Nations are becoming increasingly interdependent in terms of the economy and emerging financial alliances, for example the North American Free Trade Agreement (NAFTA), European Community (EC), South American economic alliance (MERCOSUR), Association of Southeast Asian Nations (ASEAN), Pacific Basin Economic Council (PBEC) and others. Nevertheless, these economic alliances do not mean homogenization. Indeed, these trends are accompanied by a reverse one, with the formation of smaller and more responsive political and cultural units within larger and larger economic units, throughout the world. In other words, it is important for universities not to forget that cultural matters are as important as technical in the global village. In the words of Dr. Victor Hao Li, during his David Lam Lecture at the University of Victoria:

"The western world has not had to deal with cultural differences in a serious and systematic manner for several hundred years. It is important to stress that serious consideration of cultural factors should exist not only in the 'cultural' or scholarly realms. Cultural concerns should permeate every aspect of economic and political affairs. Indeed, it is in these areas that the need is greatest.

"The real solutions will be long term, and should centre on the content and direction of the education of the next generation. We must not only develop new courses and retrain teachers, but also change our thinking about the value of studying foreign cultures. When we have provided this educational base, then we get out of the way and let our children's ingenuity and new insights lead them into many directions. If we have done our job well, they will indeed bridge the Pacific, and in ways we cannot even imagine."

The global population is 5.3 billion and will probably double in the next century. Population growth will be greatest in the developing countries, where four billion people currently live. As they strive towards the levels of education and prosperity of the developed world, the participation of universities such as UVic will be important, e.g. in assistance with environmental issues. Global issues such as environmental and ecological integrity, human rights, disparities between nations, sustainable development, and world peace can only be understood from an international perspective.

Federal and Provincial

Despite the overwhelming impact of technology on international communications, it is also ironically true that excellence in education more than ever includes the necessity for study and travel abroad, language training, cross-cultural studies, and interdisciplinary and international approaches and initiatives. Excellence in research has always been measured within a world context. In recognition of this, both the Federal and Provincial Governments have recently reviewed and made recommendations for post-secondary education.

Global boundaries are becoming increasingly porous. The future of British Columbia, therefore, depends on how competitive we are in the world economy and on the strength of our global literacy in international discourse. Virtually all areas of activity require effective communication with other cultures and global awareness skills. Hence, the education system plays a critical role in the preparations of British Columbians for productive living and working in an increasingly diverse world. (BCCIE Task Force Report, p.2)

Recently the Special Joint Committee reviewing Canada's foreign policy report for the 15 November 1994 House of Commons, opened with the statement:

"The committee strongly recommends that international cultural, scientific and educational affairs should be treated as a fundamental dimension of Canadian foreign policy.... The committee recommends that the Government of Canada seek the cooperation of interested provincial governments to increase support for the internationalization of education, that is, support for academic and student mobility, institutional exchanges, and the development of international research and development networks."

This message has been heard, and the Minister of Foreign Affairs has now identified cultural exchange as a high priority in Canada's Foreign Policy.

The University of Victoria

The University of Victoria, located in one of the most picturesque cities in the world, enjoys a climate comparable to that of the Mediterranean, a peaceful and safe community, and an

environmental paradise at its doorstep. Victoria, a city of the Pacific Rim, has close ties to its neighbours to the south and growing connections across the Pacific. It is the capital of British Columbia, and part of a country noted for being a multicultural society and an international peacekeeper, communicator, and responsible world citizen. Victoria is situated in close proximity to Vancouver, a major international city and economic centre recently ranked second only to Geneva as a city in which to live. Immigration of people from Europe and more recently throughout Asia (India, Pakistan, Taiwan, Philippines, Vietnam, Hong Kong, China, Japan) has created a truly multicultural international centre of business, trade, tourism and education in the Victoria-Vancouver region.

The University of Victoria claims, in its Mission Statement to be, or aspire to being, an international institution:

"As a university, we are committed to attaining the highest quality and moral integrity in all that we do, and our goal is to advance the cultural, social, environmental and economic well-being of British Columbia, Canada and the world.

In pursuing the mission of our university, we shall... seek increasingly to connect our programs to the social, economic, and environmental challenges beyond our campus, through further development in cooperative education internship programs, in interdisciplinary programs and research activities, and in international activities that will have primary focus on the Pacific rim."

Nevertheless, our undergraduate enrolment of international students has not changed substantially since 1985, although our postgraduate enrolment has increased from 12.9% to 15.6%.

The need for increased attention to this issue was recently addressed in an extensive study by a broadbased "President's ad hoc Committee on International Activities" of the existing administrative structure, funding, etc. The resulting report noted that:

"At the University of Victoria there has been a growing involvement in international activities over the years. Activities have included: work/study abroad programs for UVic students; degree and non-degree educational opportunities for international students; collaborative research and other professional activities by faculty members, other researchers and staff with international partners; lectures and seminars by overseas scholars in Victoria and UVic scholars abroad; development of foreign language and ESL studies programs, and introduction of international components into other programs."

Nevertheless, the report also comments that: "Moreover, the institu-

tional infrastructure that is in place is barely adequate to support the level of current international activity, much less to position the University for an expanded level of activity in the future."

The committee has made a number of recommendations for internationalization which are at various stages of implementation, and lists many other examples of current activities and developments. Based on this report, the Senate and Board of Governors have approved the following motions:

- a) that continuing internationalization of the campus be recognized as part of the mission of the University, and that an internationalization component be considered in the drafting of the University's Strategic Plan.
- b) that the rationale for and objectives of, international activities as outlined in Section 2.2 of the Report be approved; and
- c) that the guidelines outlined in Section 2.3 of the Report be approved.

Sections 2.2 and 2.3 read as follows:

2.2 International Activities: Rationale and Objectives

It is the view of the Committee that involvement in international activities enhances the quality and reputation of the University in teaching, research and service by:

- Enriching the educational experience of domestic students through exposure to the languages, cultures and intellectual traditions of other countries.
- Preparing graduates to function effectively in an increasingly interdependent world.
- Demonstrating responsiveness to the increasingly multicultural character of Canadian society.
- Broadening the opportunities for research and other professional activities on the part of faculty members, students and staff.
- Welcoming international students, researchers, other professionals and dignitaries to the campus.
- Cooperating in international development assistance and research projects that advance knowledge and enhance the quality of life in other countries.
- Enriching life in the local community through interaction with international visitors to the campus.

Accordingly, the Committee believes that continuing internationalization of the campus should be recognized as part of the mission of the University

and that an internationalization component should be included in the University's strategic plan. Specifically, the Committee believes that the objectives of international involvement should be to:

- Expand work/study abroad programs for domestic students through student exchange programs with foreign institutions, international cooperative education placements, internships, study tours, and field or research work.
- Sustain an international student presence on campus through student exchange agreements, undergraduate and graduate admission policies that maintain access for international students, financial support arrangements for international students, and non-degree English language programs.
- Promote internationalization of the University curriculum through courses and programs in foreign languages, area studies and other international fields, as well as through integration of international or intercultural material, where appropriate, into non-international courses or programs.
- Facilitate scholarly and professional activity with foreign partners through faculty/staff mobility programs, development assistance projects and other joint research and professional collaboration initiatives.
- Promote cross-cultural awareness on campus through educational events and programs, orientation workshops, and hiring practices consistent with the Federal Contractors Employment Equity program.
- Foster community linkages as mechanisms of the internationalization process through host family programs, business liaisons, liaison with multicultural groups, public addresses by international speakers, expert commentary for the media by faculty members, students and staff, and visitation programs in which international members of the campus community speak to schools and other organizations off campus.

2.3 Guidelines for International Activities

2.3.1 Activities Conducted outside Canada

The Committee believes that the following guidelines should apply to international activities that are conducted in whole or in part outside Canada and are undertaken on the basis of contract, contribution agreement or letter of understanding signed on behalf of the University. International activities undertaken by individual faculty members, staff or students on their own behalf should be compatible with these guidelines.

Proposed guidelines to be taken into account when assessing the desirability of entering into an international agreement are as follows:

- The activity complements the University's academic mission and meets its academic standards.
- The activity conforms to all current University policies governing academic freedom, research and conflict of interest. The activity conforms to the legal rights and obligations enshrined in international laws, covenants and declarations to which Canada is a signatory.
- The activity mitigates rather than abets the violation of human rights.
- The activity has either a neutral or a beneficial effect on the environment.
- The activity supports the equitable participation of women.
- The activity supports the participation of minority peoples.
- The activity, in both its planning and its implementation, embodies practices that advance partnership with the people most affected by the undertaking.
- The activity is designed to protect the safety of University personnel on overseas assignment.
- The activity guarantees University control over student access to its study programs.
- The activity acknowledges University authority to select and administer its own personnel.

2.3.2 Services for Students

The Committee believes that services provided for international students and domestic students who study or work abroad should conform to the code of ethics in international education recently developed by the Canadian Bureau of International Education (CBIE). CBIE has asked that member institutions adopt the code as a formal commitment.

IV DIRECTIONS AND CHOICES

If we were to look just beyond the decade defined for this Strategic Plan, we might ask if some of the following might happen. UVic would have students in Victoria while others are studying in UVic programs in other countries or are on Co-op work terms in both Canada and abroad. Most of those studying abroad are from the host countries, but some are Canadians completing UVic courses. It remains to be seen whether UVic will follow the pattern of most western universities and have international campuses, but it is not inconceivable that, based on what other universi-

ties are already doing, we could have campuses on other continents, as well as many other forms of agreement and partnership. Given the accelerating demand for education in developing countries, there will be (and already is) opportunities for UVic to establish international campuses. Obviously, if we do this, UVic faculty and staff must be free to move between campuses without disruption of income or status.

Although such possibilities might be seen to be improbable, it should be remembered that our current campus and range of activities took only 30 years to establish, most of them in only the last fifteen years, and that some such version of events already is happening to many Canadian universities in different ways and to differing degrees.

Directions

The University of Victoria now has both the necessity and the opportunity to choose its own directions and approaches.

We could offer students expanded opportunities to study and work abroad in almost every discipline, enriching learning with field experience beyond the programs we already offer and are known for. Many faculty members at UVic collaborate with scholars in other countries. Would the academic community benefit, and the university's overall reputation be enhanced, if we chose to direct resources toward increasing such international scholarship?

We could choose to increase the number of international students on the campus, thus providing Canadian students with different perspectives and the opportunity to form friendships with others from many different backgrounds. Such a broadening of cultural horizons has been one role of universities for centuries, and UVic is no different. International graduates from UVic have demonstrated continuing affection for the university, and continue to maintain their friendships with Canadian students.

The University has many other types of international connections, links which technology makes increasingly easier. People in developing countries are rapidly increasing access to electronic conferencing, both through their universities and other agencies. UVic might both take greater advantages of these technologies, and consider the examples of many other North American and European universities in setting up campuses in other countries. Using either UVic or international faculty, a UVic in a developing country would offer students the opportunity to earn a UVic degree at home, while also allowing faculty and staff the opportunity to work internationally, for shorter or longer terms.

Increasing internationalization in all

activities increases the chances for problems and misunderstandings to arise. UVic could provide expertise in cross-cultural sensitivity, offering specialized training programs for those planning to work abroad and to assist those from other countries wanting to learn about Canada.

Choices

In order to take appropriate advantage of the challenges and opportunities, we will be confronted by many choices. For example:

A. Institutional

1. Should we focus institutional commitments on certain countries or regions, or develop the capability to respond to diverse opportunities?
2. What guidelines are needed to govern collaboration with other institutions, e.g. through exchange programs for students and/or faculty, research and other kinds of collaboration with other institutions, other?
3. How could UVic's curriculum be adapted to present international materials, perspectives

and experience in a more effective manner?

4. Should more course requirements, course offerings and innovative techniques be made available for second- language training for both domestic and international students?
5. Would internationalization at UVic be facilitated by setting up an International Liaison Office, or by decentralizing the process, such as through a standing International Advisory Committee, or both?
6. Should we use more effectively particular UVic assets, such as our student residences or Dunsmuir Lodge, in strategies focussed on international conferences, education and scholarly exchange, including the necessary support, expansion, and up-grading which may be required?
7. Should we establish campuses in other countries as is being done by other universities?
8. Should we take special measures to promote cross-cultural sensitivity as internationalization proceeds?

9. Should the University find ways to recognize individuals who have made outstanding contributions to its internationalization objectives?
10. Should UVic take particular steps to respond to or compete with the initiatives of other more entrepreneurial institutions which offer programs equivalent to ours in our "back yard"?
11. Can you identify particular points of resistance to the University's internationalization objectives, on campus or off?

B. Students

1. What initiatives would help Canadian students benefit more from the presence of international students?
2. Should UVic expand opportunities for our students to participate in international programs such as Co-Op and student exchange?
3. How can UVic better welcome international students (and other international visitors) to the campus and the community?

4. How should we approach fees for international students, given that domestic fees may rise dramatically in coming years?
5. Is there a "right" proportion of international students? If so, what is it?
6. Would an International House be desirable, or would it be preferable to help international students become integrated throughout the campus?
7. What can UVic (i.e. you) do to promote the value and contribution of international students in the Greater Victoria community?
8. Given that international undergraduate students pay a higher proportion of the tuition costs, should some proportion of their fees be reserved to provide bursary assistance to other international students who would otherwise be unable to attend UVic?

These are some of the choices which you will face at UVic, now and through the coming decade. What did we miss? What is irrelevant, redundant or unimportant? Can you identify others?

RESEARCH: THE CHALLENGE OF CHANGE

I DEFINITION OF RESEARCH

Research distinguishes a university from all other educational institutions. Much of the sum total of human knowledge has been contributed through research at universities. Faculty at universities have two major jobs. One is to conduct research, the other is to teach and promote learning. The linkage between teaching and research distinguishes universities from research institutions, where only research is conducted, and from colleges where only teaching is conducted.

Research is the search for new knowledge, and encompasses all types of scholarship and creativity. For some this involves working in groups with continuous collaboration, while others work individually. Some use complex equipment, while for others the main resource is the library. It is driven for some by curiosity, for others by a deep seated need to improve society. It impinges on how we teach. Through their research endeavours, teachers at universities stay at the forefront of their fields.

II THE ISSUE

All university resources (which include time as well as funding) are under pressure, and choices must be made for the optimum allocation of those resources.

In this paper, the principal issue is recognizing and communicating the value of research to the University and its importance to society as a whole. From this arises the question of how best to fund research in a university context. Funding support for research in the University comes both from external sources (research grants and contracts) and internally from the operating grant, and the University of Victoria (UVic) must be in a position to capitalize on the former and make best use of the latter.

Funding for universities is coming under increasing public scrutiny. Taxpayers often perceive that teaching is the function of the university, and do not understand the role that research plays in both the learning process and in societal gain. Part of the University's responsibilities must be to communicate with the public to provide an understanding of the contribution of research not only in the learning/teaching process but also in the provi-

sion of benefits to society in general. All universities are currently operating in an atmosphere of increased financial threat. We must act aggressively to ensure that research continues to flourish at UVic. Moreover, because of the expansion of the university-colleges, there is increased competition for the limited provincial resources. It is essential that we justify UVic's research mission and publicise research results that we obtain now, so that we earn and sustain the confidence of the taxpaying public and stave off other competition for the funding.

Within the University, both the funding for research and our physical resources are limited. There is not enough of either to support all of the demands. It is essential that we make some selective choices on how we wish to invest UVic's resources, so that our University continues to grow in research stature.

III WHY IS THIS ISSUE STRATEGIC?

Universities are judged by their peers, by both the quality and quantity of research that they produce. If UVic wishes to be in the top rank of univer-

sities, it must ensure that the research it produces is of the highest quality and is communicated well. The impact of these endeavours manifests itself in teaching and in cultural, social and economic gains in society. Failure to conduct forefront research will lead to an inability to attract talented scholars and high-quality students and could lead to the loss of highly motivated individuals currently here. This is a strategic issue because, in a peer-reviewed system, competition for personnel and equipment is dependent on evident high-quality research and scholarship. If we fail to provide good opportunities to conduct research, we will not be able to continue to attract the best faculty; and this will compromise our mission to educate and train future generations of researchers on whom social and economic security depends.

Restrictions on funding necessitate that UVic cannot lead or even contribute in all areas of research. We must therefore make choices, and to do so, we will require a strategy for identifying those areas and approaches which UVic can and must support. Since conducting research is an integral part of a faculty member's total responsibilities, there must be a base level of funding

available to all active researchers. However, additional support must be directed towards areas that best fit our culture and philosophy, as well as those that are seen as particularly urgent needs of society.

IV THE CHANGING PATTERN OF RE- SEARCH AT UVIC

The research profile of UVic has progressed dramatically since our 1963 transformation from a teaching college to a University. Faculty hiring patterns changed, and new programs were added. Progress over the last 10 to 15 years has been especially noticeable, and all faculty hired over this period have been expected to show considerable drive and ability in research, as well as being committed to teaching. In fact out of the current total of 654 tenure track faculty members, approximately 265 have been hired during the last seven years. Some of these have been new positions and some have been replacements, but they have all added to UVic's research stature. Over the same time frame, external research support has increased very substantially, from \$3.5M in 1984 to \$22M currently. As well, there has been the addition of several substantial faculties and schools, and together these have raised the external research profile of UVic considerably.

Research is affected by external and internal factors.

Issues in external funding of research

Support of research in general from federal and provincial funding sources continues to decrease. There is a growing tendency to redirect research funds from individual researchers towards teams that collaborate and are interdisciplinary. This will have considerable effect on UVic, where currently much research is carried out by individuals, frequently in collaboration with students. However, the existence of six groups associated with the National Centres of Excellence as well as thirteen university approved Centres that interact externally, within the community, with federal and provincial agencies, and with the private sector demonstrates the ability of researchers at UVic to respond to interdisciplinary research themes. The continuing uncertainty about federal funding is reflected in the following questions:

- Will future support be limited to a select group of universities? There is currently a move by 10 large universities in this country (The "G-10") to "streamline" the funding for research, which could lead to a two-tiered research structure in Canadian universities.
- Will future support not be given

to individuals but only to teams or centres?

- Will future support be limited to selected applied or strategic areas?
- Will future support be limited to selected disciplines?

In attempting to respond to these issues, we must first recognize that they are largely outside our control. Nevertheless, anticipating potential impacts can help us to react to them more effectively.

Issues in internal funding of research

Teaching at the graduate level and research activity are closely intertwined. The number of graduate students has increased from about 1,000 in 1986 to over 1,900 currently, without any proportional increase in scholarship support. Stipends for TA's, which provide some of the income for graduate students, are among the lowest in Canada and certainly are an area of concern if graduate student-conducted research is to grow. Whilst financial support for graduate students is adequate in some areas because of external research funds, this is not uniformly the case, and certainly has impact on the level of research that can be carried out since such students really are not able to earn funds elsewhere and carry out research at the same time. While of course, not all research involves graduate students, research programs that do, also contribute to the very important learning/teaching function of the university.

A factor that undoubtedly has had impact on individual professors' time available for research is the growing graduate (see above) and undergraduate populations. The fall undergraduate headcount has grown from 9,800 in 1986 to 13,300 now, and the annualized full time equivalent enrolments have grown from 8,500 to 11,900 in the same time period.

An additional factor relates to the availability of equipment and library holdings. Much of the university's equipment, especially computing and other electronic equipment, is outdated and less than adequate to meet current and future research demands. In many cases, poor and outdated equipment is an obstacle to either progress or excellence in research (as well as in teaching). With respect to the Library, two needs are apparent: One is the maintenance of sufficient holdings or access to contemporary literature; the other is the physical size of the facility, which at the present rate of use could be considered to have a useful life time of less than a decade, the outer limit of the Strategic Plan. Strategies for the emplacement of equipment, Library holdings, interactive communication systems, software, and the like must be developed to reflect the differing patterns of research across the University.

Many internal factors can affect re-

search output:

- Will future (non-research) work loads be increased because of greater student numbers?
- Will public accountability and possible pressure for year round utilisation of teaching resources affect available research time?
- Will governance of the University intrude into research time even more?
- Will outdated equipment and shrinking library resources impede research output?

These are but a few of the questions that could affect the status quo of UVic's research.

V OPTIONS

Issues are construed to be strategic when:

1. They pertain to the University as a whole.
2. Lack of action will impair the University's ability to function.
3. There is a need for reallocation of funds to redress the situation.
4. They cannot be dealt with using existing structures.

The following options are presented (without hierarchy) in the context of these strategic dimensions for discussion, but are not the only ones possible:

Reallocation of internal funding to increase support of research.

Should some internal funding be reallocated to support the ac- quisition of external funds?

Major funding for research must come from external sources, but the university could provide more seed funding to facilitate promotion of faculty and graduate student applications to external funding agencies. Research Administration could sponsor more workshops for faculty members and graduate students to assist in all aspects of the grant application process and of grant and people management, which are skills that need to be learned. Research Administration should follow through on plans to put in place an electronic newsletter that would provide faculty members with up to date information on funding and sources of funding. Researchers also need to be able to find out who is doing what research here at UVic and elsewhere, and how to use library facilities effectively. Such information might be from a centralised database or take the shape of a course or self-help packages administered by Gradu-

ate Studies and/or Research Administration. UVic needs to ensure that faculty members are nominated to serve on grant selection committees, and where appropriate take out institutional memberships in national and international sponsoring agencies.

Should some internal funding be reallocated for direct sup- port of research?

The Associate Vice President for Research suggests there is a need to increase internal discretionary support for research and travel by about one million dollars to bring it to about 1.3% of the total University budget, from its current level of \$600K (0.5%). This would be additional to the support provided (at least \$50M) through existing salaries, research centre support, physical space, and is in addition to the current fellowship and TA support given to graduate students.

One option to generate such funding might be to not replace 10% of faculty retirements over the next decade, and convert their salaries into research funds. The teaching responsibilities of such faculty would of course have to be absorbed by the departments concerned. Such reallocation of resources will be necessary if we wish to affect the research climate to any meaningful extent. However, the existing method of distributing research funds must also be re-evaluated. There seems to be considerable acceptance that the University should provide a small amount of basic research support (\$1000-2000) to all faculty members active in research, which would have a total cost of up to \$1M. Part of the duties of faculty are to carry out research (they are criteria for tenure and promotion), and thus the "employer", the University, should provide some funds to cover some of the incidental expenses such as chargebacks for phone, copying, basic supplies, postage, and publication costs. To continue to receive such support, scholarly and professional achievements of faculty would be evaluated over three to five year periods. Research support above this core support would be awarded on a competitive basis and might be directed towards specific areas as discussed in option A3 below.

If salaried positions are converted to research funds, then it is essential that these new research funds do not become the prime targets for any future budget cuts, and mechanisms must be found for their protection.

Should increased research sup- port be directed towards spe- cific areas?

- Does UVic wish to support the focusing of research efforts, and development of collaborative research teams?

- Does UVic want to preferentially support research which takes advantage of UVic's unique geographical and environmental setting?
- Does UVic wish to promote and support research on environmental problems?
- Does UVic wish to promote international research?
- Does UVic wish to differentially support applied strategic research in comparison to fundamental basic research?

Part of any increased funding of research generated in A2 above, should be allocated competitively and towards areas which will bring the most credit to the University. This might mean a small number of more significant grants to seed research applications elsewhere, or might mean support of areas that the University (and perhaps society) determines to be significant and in need of funding. However the University would need to equitably and defensibly establish what these areas are. We would need to recognise that collaboration is difficult to build from the top down, and that research areas in vogue today might not be tomorrow.

The three federal granting agencies have recently developed a major thrust to establish much closer interdisciplinary links within and between universities. Hence, research opportunities in most fields are increasing for those who undertake collaborative work. UVic should recognise and capitalize on these opportunities, especially in collaboration with the other BC universities, which have strengths complementing ours. Collaboration and publicising such collaboration might enhance the public image of university research. Research at UVic should also reflect the growing need to work and communicate on a world scale.

Should UVic continue to develop and foster research centres? The University of Victoria's 13 multidisciplinary research centres, and six National Centres of Excellence serve as focal points for interdisciplinary research and graduate training. They enhance the University's reputation as a research and graduate institution and can bring funding for research into the university. Should the University provide base budgeting and "seed money" for project development by centres, in a way that balances their need for resources with their contributions to research and teaching?

Should UVic consider the preferential support of research that takes advantage of the University's unique geographical and environmental setting. Such research could reflect the opportunities available to us, and represent, in part, our contribution to society to help solve problems facing our region (e.g. accelerating population growth; need

for sustainable resource use; interactions with other Pacific Rim countries). Our setting also makes the sponsoring of conferences attractive and practical. Development of field research stations for university researchers is one way of promoting research on regional issues.

Environmental responsibility means contributing to understanding and resolution of problems of environmental deterioration (both regionally, and globally). This includes promoting and supporting research on biodiversity, pollution, energy and resource consumption, and integrating biophysical and social aspects of environmental problems. Should UVic lead and be proactive in this area?

Rapid global communication now makes research collaboration and partnerships with colleagues in other countries much easier than previously. Should research on problems that are global in nature and would benefit society be preferentially supported? UVic should decide upon its allocation of resources and support between fundamental research and more applied strategically oriented research. The need for both directed and fundamental research should be reaffirmed, since both are recognized as being critical in the furthering of knowledge and human understanding. However, funding for some of the non-applied projects may be more difficult to acquire than for the applied areas. There are elements of contractual research that reflect contemporary scholarship, and opportunities should not be missed, especially where some spin off to support basic research is possible. However, where faculty members are involved in potential conflicts of commitment, adherence to the University's policies on integrity in scholarship is required.

UVic has already established the Innovation and Development Corporation to advance downstream development and commercialization of innovative research. In three years, over thirty applied projects have been identified and are being investigated for further development. Several commercial companies have been established to take the innovative ideas of UVic to the marketplace for the benefit of society and the economy. How best can this synergy between fundamental and applied research and its advancement be further encouraged? How also can understanding of IDC be promoted within academic units, and should there be more direct reporting of IDC to the University?

Reallocation of other resources to increase research

Should UVic encourage reallocation of faculty time to maximise research opportunities?

UVic should support the reallocation of faculty time to maximise research opportunities. A strategy is needed to provide more flexibility in arranging schedules and sabbaticals and new

approaches to balancing research and teaching, if the University wishes to enhance the opportunities of faculty to do research more effectively. It is essential to reduce the time we spend on university governance, such that increased research and learning time is available. The flexibility of work schedules could be improved by reconfiguring teaching responsibilities in order to create larger blocks of time devoted to research. The blocks might be a few weeks or even a term. This option would be easier to achieve where courses can be taught by several members in a department.

It is recognised that new faculty are expected to excel in both research and teaching, however, later in careers more imbalance might occur, and thus the mix between research and teaching obligations could differ substantially between members of the same department. Those members who do not wish or who are not able to carry heavy research responsibilities, could carry more teaching responsibilities, and vice-versa. For example some members might teach during all three terms and have no research responsibilities at all, whereas for others teaching might only be carried out in one of the terms and research for two. Mutual respect is of the utmost importance. Faculty can contribute to the University by any mixture of teaching, research and administration, and the fact that some contribute more in one area, allows others to contribute more in other areas.

We should be promoting to the public that we are a twelve month per year operation and we have a twelve month timetable and that both teaching and research contributions are valued by the university. Each faculty member, who receives a 12 month salary, should file a 12 month work plan detailing and accounting for their responsibilities over the full year. This could contain any mix of research, teaching, administration and professional contributions, but would help affirm to the public and ourselves that workloads are distributed fairly and throughout the year.

There may be some benefit to having a "real" trimester system. We have one of sorts, but without some of its advantages, namely public recognition, improved flexibility in scheduling for students and faculty, improved utilisation of facilities, possibly improved revenues. People in some disciplines might prefer a UVic salary for two terms permitting a contract term from outside funding for the other term.

UVic should take steps to promote equity in all fields of research. For example, researchers with family responsibilities are disadvantaged with respect to time available for their scholarly enquiry. Can the University work to alleviate this situation? Furthermore, the University should recognize the additional administrative and teaching, tutorial, and mentoring responsibilities frequently required of women in minority situations in departments.

Should UVic expand its graduate programs?

A significant increase in the number of graduate students, particularly in doctoral programs, would enhance the quality and quantity of research. However, there is a real need for more University fellowships and teaching/research assistantships to support these students, and for increased support for graduate students, particularly in the fellowship and T.A. areas. Expansion of the graduate program without adequate financial support will be detrimental to the University's research endeavours.

Should UVic promote its research image?

UVic could improve its image as a research university, and if we expect the public to support research at UVic, it is essential that we find ways and means to explain its value to the general public. We need to encourage our researchers to promote the image of UVic as a centre for innovative research. UVic should reallocate resources to promote more effective communication of research outcomes. Research is effective only if its outcomes are communicated to others. This is achieved through: presentation of results at conferences and public lectures; publication of papers in academic journals and other periodicals; publication of books; exhibition and display of things created; radio and television interviews; newspaper articles; documentary films; and inclusion of research results in undergraduate and graduate teaching and extension courses. Victoria is a great location to bring world researchers to visit. We might be able to achieve some of these objectives by an annual Victoria conference in XXX, where the XXX changes each year. This would give an opportunity to bring to Victoria, the world experts in disciplines that we choose, and to showcase our own research in that area. Many departments of course do organise conferences, but a centrally organised annual one of high prestige, might take away most of the pain (and the learning that each new conference requires) yet bring gain to selected areas that we wish to promote. Furthermore, it is possible to generate substantial profits from such conferences, which could for example be used to support graduate fellowships.

Other research climate factors that are important

Should UVic have a Vice-President for Research?

Most of the major research orientated western universities have a Vice-President of Research to lead their research thrusts. Examples of those that do not are Athabasca, Brandon, Lethbridge, Saskatchewan and UNBC. There are a group of ten universities (the "G-10" mentioned

above), who think they are, and should be, Canada's only research universities. This group does not include UVic. We therefore cannot afford to let it be thought externally that we do not value research enough for it to warrant at least the status that it has in most modern universities. In large part this is important for external relations, since such status should help in accessing other funding opportunities. It is also important in that research has direct input to the board. The Vice-President Academic would still be responsible for all faculty appointments and programs. The additional cost would be minimal for the promotional gain.

Should UVic have a strategy for better integration of research with teaching?

It is important for students to learn about the value and potentials of research and that its analytical method is important. This might be achieved for example by means of courses on research methodology; practicums; co-op programs; training in use of research equipment; greater use of undergraduate research assistants. It there is

potential for conflict between "haves" and "have nots". It is important for the university to recognise this and do all within its power to maintain harmony. Other example problem areas are: different perspectives of the importance of various research areas, and a lack of mutual respect between what might be perceived as primarily researchers or primarily teachers. People should be treated equitably; contributions to the well being of the university may come from efforts directed to research or learning/teaching or both and from other contributions.

VI SUMMARY

We summarise the three areas of questions here:

Reallocation of internal funding to increase support of research.

1. *Should additional internal funding be reallocated to support the acquisition of external funds?*
2. *Should additional internal funding be reallocated for direct sup-*

port of research?

3. *Should increased research support be directed towards specific areas?*

- *Does UVic wish to support the focusing of research efforts, and development of collaborative research teams?*

- *Does UVic want to preferentially support research which takes advantage of UVic's unique geographical and environmental setting?*

- *Does UVic wish to promote and support research on environmental problems?*

- *Does UVic wish to promote international research?*

- *Does UVic wish to differentially support applied strategic research from fundamental basic research?*

Reallocation of other resources to increase research

1. *Should UVic encourage reallocation of faculty time to maximise research opportunities?*

2. *Should UVic expand its graduate programs?*

3. *Should UVic promote its research image?*

Other research climate factors that are important

1. *Should UVic have a Vice-President for Research?*

2. *Should UVic have a strategy for better integration of research with teaching?*

3. *What is the best strategy to replace equipment and maximise use of resources?*

4. *Should UVic review its intellectual property rules?*

5. *Should UVic have a strategy for reducing tensions between researchers?*

ADAPTING LEARNING AND TEACHING AT UVIC WHILE PRESERVING AND ENHANCING THE UNDERGRADUATE AND GRADUATE LEARNING EXPERIENCES

The last era of profound social and economic change, in the 1960s, was one of demographic and economic growth, and universities responded with growth. The changes that are now occurring are different in nature: for example, they involve shifts in our social and economic structures and in the world of work. These changes challenge us to reconsider the ways in which we do things in universities, including what students learn and the ways in which they learn.

The general framework in which we operate is also undergoing significant change. There is increasing recognition of the need for life-long learning, for explicit attention to international content in curricula, and for flexible delivery of programs and courses with respect to time and location. There are growing pressures on universities to respond to the range of skills required of employees in the work force. The demographic profile of our students continues to evolve. Increasingly, our students combine their education with continuing employment, and career demands and changes require that many mature students take further post-secondary education.

At the same time, there are demands

for growth, but with constraints: in particular, limited new funding and a requirement that we make more effective use of existing space and facilities. In addition, the opportunities for post-secondary education in British Columbia have been transformed within the past decade, and UVic needs to map out its own differentiated contribution in that provincial context.

This paper concentrates primarily on undergraduate learning, with only occasional explicit reference to graduate learning. It must also be emphasized that many of the issues and generalizations stated here will have different degrees of relevance and application across the Faculties: for example, what is possible or urgent in one Faculty may have no bearing on another.

I THE STRATEGIC ASPECTS OF THE ISSUE

The University of Victoria has a long-standing commitment to excellence in learning and teaching, a commitment that is re-asserted in the Draft Mission Statement. At this time, we must ask whether our students have available to them programs and learn-

ing experiences that will equip them for life and work in the next century. At stake here is a paramount element in our institutional mission. Action is essential; failure is unacceptable.

Our increasingly diversified student body has evolving requirements shaped by changes in the job market, in patterns of work, and in the higher skill requirements for work and life. We need to exploit much more overtly the capacity we have as a university to offer outstanding learning experiences: for example, we need to find ways to expose undergraduates to research. Moreover, we must continue to develop programs that are distinctive among university programs. If universities are seen to be unresponsive to changes in society's educational needs, they risk losing their present central position.

Reform must be responsible and reasoned, while recognizing that mere revision and correction will not suffice. We must think about the essential and generic goals of learning and instruction – about the outcomes we, as students and teachers, are trying to achieve. The University must strive to provide the kinds of learning experiences that will help students achieve those outcomes.

Our teaching milieus are being trans-

formed by the creation of new technologies that have the potential to make educational materials available anywhere in the world. These technologies coalesce with other factors (not least, the needs for growth in a context of limited new resources) to present a challenge to the traditional paradigms of instruction, especially the traditional lecture model. We need, self-consciously and energetically, to look at how we learn and teach, and to discover how the new technologies can best serve our fundamental mission and assist us in doing new and traditional things in new ways.

We also need, in light of the various changes occurring in our student body and in their educational needs, to look at the formats and at the locations in which learning occurs. We have seen the increasing removal of the traditional boundaries of time and place: for example, in distance education and cooperative education. We need to consider ways in which we can increase the opportunities for cooperative education and fully involved experiential learning, and review the scheduling and delivery of courses.

The changes occurring in the student body and in the teaching milieus make more urgent the issues

of how we should support student learning and faculty teaching.

We must also recognize the growing demands for accountability concerning our performance in providing good teaching, which the Task Force on Teaching neatly defined as "any activity that enhances learning".

II THE PRESENT CONTEXT

The 1992 Task Force on Teaching (p. 4) described the current conditions as follows:

There is a broad consensus across the campus that the most pressing problems affecting teaching and learning are overcrowding and inadequate access to courses. These are the products of rising enrollments and insufficient funding. Teaching space, faculty workloads, teaching and laboratory support systems, equipment and supplies are seen to be seriously overstressed.

In this regard, the Task Force made six recommendations, covering enrollment limitations, budget allocation, classrooms and equipment, academic support services, and the Libraries.

Their Report also made various recommendations concerning faculty preparation and development, the assessment and recognition of teaching quality, and fairness to learners. Progress has been made in implementing these recommendations, much of it through increased programming by the Learning and Teaching Centre, but much more can be achieved, notably in faculty development and the assessment of teaching.

In 1994, the Task Force on Student Support Services included a section in its report (pp. 22-27) on learning support services, in particular, on the Libraries, Academic Advising, Academic Assistance, and Computing Services.

In these reports, and elsewhere, there is an understandable nostalgia for a past time when things were different and 'better'. Yet we have a significant capacity for adaptation that is both responsive to our situation and responsible in its concern for quality. The immediate future will provide enormous challenges, but they can be met if we now engage them in the light of current knowledge.

III DIRECTIONS AND CHOICES

We see four broad areas that call for

action. We will conserve much of what we do, and of the way in which we do it, but only after consideration of the various changes alluded to above. Conservation must be accompanied by adaptation, reform, and innovation if we are to provide programs that are rewarding and appropriate for students whose concerns will lie in the next century.

Education and Training: Outcomes and Curricula

Several Canadian universities, including Toronto, UBC and SFU, have recently tried to define the essential and generic goals of an undergraduate education. Explicit in such definitions is the assumption that the thorough knowledge of a least one academic discipline is a necessary but by no means sufficient condition of a good undergraduate education. To that requirement of knowledge is attached a wide array of specific skills, capacities, and habits of mind that students must develop and that are increasingly called for by governments, employers, and society in general. The common elements in this list are:

- capacities of critical analysis and problem-solving
- ability to speak and write clearly and effectively
- ability to think and act independently
- ability to learn and work in collaboration with others
- ability to pursue life-long learning.

To this list one should probably add basic familiarity with computer technology and its uses, and substitute for 'ability' in some points the notions of commitment and desire.

There is utility in this exercise of providing a contemporary definition of the ideal outcomes of a liberal education. It should be noted in passing that the exposure of undergraduates to research would be an effective means of helping students to develop those skills. Yet such rhetorical statement is merely facile and self-congratulatory unless it is matched by significant action.

If we define the ideal UVic graduate in the above way, what action will be required? First, we shall need to examine and adjust the content and delivery of our curricula to promote the knowledge, capacities, and skills we expect our students to develop. For example, should we not consider the possibility of introducing into the programs in Arts and Science a core curriculum (e.g., a common first-year program for all science students) or general education requirements (e.g., all first-year arts students must take some science, and its corollary: all science students must take some arts)? There is a growing recognition of the value of interdisciplinarity. Should this not

be reflected in our programs? Should we not also define what students are expected to learn, including in the individual course (to be stated in the course outline)? We shall also need to examine different modes of learning and instruction to determine what each accomplishes.

This matter affects both undergraduate and graduate students. We need to consider ways in which we can develop learning formats in which both undergraduate and graduate students can participate. Several departments already bring both levels of students together in select courses, and other possibilities should be canvassed in programs that are amenable to this approach.

There is the related issue of curricular content and, in particular, the matters of:

- **currency:** are students being exposed to what is most significant in current knowledge and practice?
- **coherence:** are our current programs of study more than mere aggregates of the courses contained in them, and do they evince a coherence and interconnectedness evident to students?
- **relevance:** where possible, is the curriculum 'made relevant' to the interests and needs of contemporary students?

Moreover, are we responding adequately and quickly enough to the changing patterns of student enrollment, including minority, part-time, mature, and non-degree students? Most of our programs are designed for the more homogeneous student body of past decades, as are their delivery and scheduling. Should we be doing more to meet the needs of today's more heterogeneous student body?

The Draft Mission Statement includes a number of statements about principles and values that the University embraces: freedom of speech and of inquiry, respect for intellectual and ethical integrity, the promotion of equity and environmental responsibility, and the need for mutual respect and civility. Should we not be identifying ways and strategies to ensure that these principles and values are incorporated in our curricula and in student learning?

It is arguable that we need to examine whether we have adequate mechanisms and procedures to ensure the appropriate review of our existing curricula and new program proposals. The annual process of curricular revision encourages piecemeal changes rather than authentic reform. While the latter is not precluded (there are recent examples of such reform), and indeed may be encouraged by Departmental Program Reviews, is there not a need to challenge ourselves in a cyclical way to confront the integrity of our curricula?

The two most frequent explanations given by students for attending university at this time are the desire to obtain an education for life and to prepare for the world of work. We hear that universities are not doing enough to prepare students for the labour force. This critique normally highlights the need for the skills alluded to earlier in this section, and alleges that university graduates lack these general skills (and perhaps other skills particular to their programs of study). We must confront this critique: if it is valid, then the education we are offering is inadequate, and we must act to correct that inadequacy.

Formats and Venues

1. If we assume, regardless of whether we eventually define the ideal UVic graduate in the way mentioned above, that we wish to inculcate the skills and abilities usually included in such definitions, then this assumption has implications for the ways we structure student learning and the format in which learning occurs as well as the content of courses.
2. If we wish to facilitate access by students with career and family responsibilities and by groups currently under-represented in our student population, then this has implications for the ways in which we schedule programs and courses and for the places in which student learning occurs.
3. If we assume that we must emphasize the quality of student learning and faculty instruction, and that for the next while there will be limited new funding, fewer professors but more students, and new technologies, then we must find ways of doing things differently while maintaining quality.

Ideally, a UVic graduate will best develop the knowledge, skills, and capacities expected of her if she has contact with the outstanding teachers in each program, ideally early in her student career, and if she learns in a variety of formats that promote the development of those skills and capacities (e.g., instructional initiative, collaborative participation, debate and discussion, presentation skills, use of technologies).

At present, we rely heavily on the traditional lecture format and the seminar. Their merits are unquestionable. Still, Faculties will need to reconsider current curricular designs and teaching strategies to see how they can achieve a greater variety and range of learning formats, including the use of a variety of strategies and media in the delivery of a single course. In particular, we should endeavour to promote modes of active learning in which students are required to take greater responsibility for their learning.

We shall need to consider how we can increase the amount of experiential learning available to students. What opportunities are there to expand cooperative education? What opportunities are there to increase the practical involvement of students in situations that directly enhance their learning? We need to exploit more fully the fact that we are an institution devoted to research, and to explore ways in which we can self-consciously link faculty research with student learning, and encourage students to take fuller advantage of the intellectual life of the University. For example, the University of Toronto has begun to introduce research-based seminars that undergraduate students take early in their program.

We shall need to explore the means of 'internationalizing' the curricula and of providing students with opportunities to study and work overseas. These topics are, in fact, addressed in the Paper on International Activities.

It is widely predicted that the formats and venues of learning called for above will be increasingly mediated by electronic and computer technologies, in universities and in society generally. We can witness, in on-campus programs as well as distance education programs, the first successes in incorporating the technologies into the learning and teaching process; but there is much to learn, and so much remains unknown at this time that some skepticism is essential.

UVic needs to work out strategies to take advantage of the technological opportunities and, through the Learning and Teaching Centre, to encourage innovation and support faculty development in new instructional methods and technologies. It is likely that many of these changes will have to occur without significant new resources. A Centre for Innovative Teaching is a major component of the Challenge Campaign, and the funds raised there will permit the promo-

tion of innovative teaching, including teaching that exploits the new technologies.

Support for Learning

An institutional commitment to student learning must be accompanied by an institutional commitment to provide the environment and the support required for that learning. The 1993-94 President's Task Force on Student Services devoted a section of its Report to "Learning Support Services" (pp. 22-27), and their recommendations provide a starting-point for institutional action in this area.

In this context the following must be emphasized: the continuing need for good classrooms and well-equipped teaching laboratories, the priority for timely renewal of their equipment, and, above all, the central importance of the Libraries in a university. Institutional support for the Libraries, when judged by the percentage of the annual operating budget allocated to them, has declined over the past decade. The Libraries face many pressures: extraordinary inflation on acquisitions, increased demands for services (including access), and technological change. The pressures are familiar and increasing; we must find solutions.

If we are committed to learning and its support, we must identify those programs and measures that will most effectively facilitate student learning. We must then strive to provide adequate resources to those programs and to implement those measures. We must consider the full range of the students' engagement with the University, from admission to graduation, and define the appropriate areas of responsibility.

Some programs, for example, orientation, mentoring (students as well as faculty) and academic advising, can be jointly administered through partnerships. We can look to enhancing academic assistance and student access to computing services and adequate study space. Ultimately, we need as a community—students, staff,

and faculty—to agree on a renewed institutional commitment to learning and to its support.

Accountability

In the context of this paper, accountability has two significant dimensions, one internal, the other external. What actions can we undertake? To which audiences are we accountable?

The primary internal audience is our students. We can improve our existing processes of evaluation and assessment: notably, those to do with program reviews and the performance and career progress of instructors. Faculties, departments, and schools can identify and implement ways to improve the assessment of student performance and the consequent feedback to students as a vehicle for learning. Finally, we can strengthen policies that relate to learning and teaching in ways that will foster the process of learning, and strive to monitor more effectively our adherence to those policies.

The external audiences are the general public, the employers of our graduates and government. Here the challenge to us, as to others, is simple but profound: to define what we are trying to achieve, and then to demonstrate that we are doing it well; and if not, to show how we propose to do it well. The need for definition has already been noted above in the reference to the matter of student outcomes. How we respond to that need will determine our ability to make the demonstration of excellence in achievement.

IV QUESTIONS

The following questions are extracted from the foregoing discussion. Many of them have significant budgetary implications: for example, if we decide we must reform the ways in which students are enabled to learn, or if we wish to make the Libraries and academic teaching equipment higher priorities, then we shall have to allocate

additional funding to learning and teaching and thus remove that funding from some other functions.

1. Do our students have available to them programs and learning experiences that will equip them for life and work in the next century?
2. What are the outcomes we, as students and teachers, are trying to achieve?
3. Should we define the skills and capacities of the ideal UVic graduate? If we should, what action will that entail?
4. Are our programs current, coherent, and relevant?
5. Do we have adequate mechanisms and procedures to ensure the appropriate review of existing curricula and new program proposals?
6. If we assume that for the next while there will be limited new funding, fewer professors but more students, and new technologies, what ways can we find of doing things differently while maintaining quality?
7. How can we increase the amount of experiential learning available to students?
8. How can we exploit much more overtly the capacity we have as a university to offer outstanding learning experiences?
9. What programs and measures should we undertake to facilitate student learning?
10. What actions do we need to undertake to respond to the call for accountability?

* See the Reports of the Task Force on Teaching (1992), the President's Task Force on Student Support Services (1994), and the Task Force on International Activities (1994).

GOVERNANCE, DECISION-MAKING AND COMMUNICATIONS IN THE UNIVERSITY COMMUNITY

I THE ISSUE

We have reached a crossroads with respect to the way we make decisions and govern ourselves at the University of Victoria. On the one hand, members of our University community (faculty, staff and students) increasingly expect to be involved in decisions that affect them—participation is increasingly a criterion we use to gauge the legitimacy of policy-making and decision processes. Our values emphasize decentralization and democratization as criteria for assessing the way we govern ourselves. A

contemporary word that is used in this context is "empowerment".

On the other hand, participation takes time. Committee work as one facet of the way we govern ourselves has become more elaborate and time-consuming as UVic has grown. In addition, we operate in an environment that is becoming more demanding over time. We are expected to be more responsive, to be more relevant, to be able to meet society's needs for educated employable workers—to be more accountable for what we do.

The capacity to change, adapt, and compete requires agility in the way

we make decisions and set priorities. Although our existing governance and decision-making structure has many positive features, it may need to be adapted to ensure that we have the capacity to respond to the challenges into the next century.

II WHY IS THIS ISSUE STRATEGIC?

The rapid changes that have occurred both within the University of Victoria

as well as in society have resulted in an important challenge to the way we govern ourselves. Fundamentally, faculty, staff and students are claiming their right to be included—to be informed, to be heard and to make a difference.

At the same time, those administering policies and making decisions are expected to act to satisfy (competing) preferences or to mediate among incompatible views. Leadership is at once construed as the capacity to listen and be responsive to different and possibly conflicting views but, if necessary, chart a course through a sea of differing expecta-

tions—and do so quickly.

Our existing "consensus model" of decision-making needs to be reviewed and, quite possibly, changed. The reality is that policies and decisions will need to be made with the knowledge that some stakeholders (in some cases, all) will not feel satisfied. At the same time, parties to decisions should be prepared to accept both the legitimacy of the processes and the outcomes. Our challenge is to avoid creating or perpetuating practices that are intended to build consensus but result, instead, in paralysis.

The challenge to our existing decision-making approach is magnified by the reality of constant budgetary constraints. Choices among worthy endeavours will need to be made—priorities will need to be established if this University is going to respond to the challenges in the next five to ten years.

If we choose to do nothing, we become increasingly vulnerable to the external criticism that we can no longer effectively and efficiently govern ourselves. Our autonomy is increasingly being challenged by demands that we be accountable. To continue to demonstrate that we can be autonomous and be accountable, we will need to work at combining the strengths inherent in empowerment, with the agility and responsiveness inherent in an efficient and effective decision-making structure.

III THE CONTEXT

Historically, the University of Victoria was seen by many as a relatively small undergraduate-oriented liberal arts teaching university. Our political culture and its underlying values reflected both the homogeneous make-up of the University and the broad latitude given to Canadian universities by our society.

Our governance structure, which is established by the University Act, is a bicameral system: academic governance of the University is vested in the Senate (section 36), and the Board of Governors is responsible for the management, administration and control of the property, revenue, business, and affairs of the University which includes approval of the budget for operating and capital expenditures (section 27). However, the Act provides that certain functions require the approval of both Board and Senate: search procedures for senior academic administrators; sponsored chairs; student awards; establishment of faculties, department, and programs; and enrolment management.

Our political culture valued (and still does) consensus. There was an expectation that if people (faculty) chose to participate, they would be heard and their voices would count. Although there were important differences in values across academic units and faculties, the differences

were tempered by common beliefs about collegiality and academic standards.

Consensus was viewed as being democratic, although it encompassed primarily the academic side of our University. We have and continue to elect our academic administrators, requiring a 60 percent majority—a rule that is probably unique in Canadian universities at this time.

The University of Victoria has grown substantially (about 265 new faculty in the last seven years), which has meant an infusion of newer, younger colleagues with their own values and expectations. In addition, growth in both administrative and clerical staff has substantially changed the composition of our University community.

Societal expectations have also changed. Universities are increasingly expected to respond to social and political expectations. Universities are expected to reflect the diversity in our society and are increasingly being held accountable by courts, tribunals and governments for both the way we make decisions as well as the consequences of our policies and decisions.

The increasing diversity in values, due to the changes in number and mix of faculty, staff and students, as well as to societal expectations, has changed our political culture. Points of view on issues that were formerly silent or simply not there are now being heard. In addition, voices and interests that cut across faculties are emerging. Gender, race and sexual orientation are among the issues being raised together with competing beliefs about their importance for the way we make policies and decisions.

These changes have implications for the way we govern ourselves:

- the legitimacy of policies and decisions is being challenged by those affected by them;
- committees as a means of governance are taking more time and effort as both the range and complexity of issues increases;
- policies have been developed (anti-harassment, equity and conflict of interest are examples) that reflect our changing values and the expectations of society;
- the Equity Policy, in particular, incorporates provisions intended to increase the proportion of female faculty members involved in the governance of the University;
- administrators are expected to manage in an environment where the diversity of values and expectations requires skills that heretofore had not been necessary;
- administrators are expected to be knowledgeable about and accountable for the implementation of policies that can intervene in relations among members of the University community; and
- members of the University community are seeking redress of their grievances by calling on the courts and tribunals to intervene in University decisions.

IV OPTIONS

There are at least seven complementary (non-mutually exclusive) courses of action that could help our decision-making, governance and communications in response to changes in both University and societal cultures. They are offered for consideration and discussion.

Committees

The University has grown to a point where it should consider reviewing the ways we create and use committees to assist in making policies and decisions. Representativeness of committees has become an important norm in our culture. In order to be seen to be effective, committees have tended to seek direct involvement by all important stakeholders.

As we have grown, and as the frequency and complexity of issues has increased, committees have become more time-consuming. Institutionally, an increasing proportion of our time is spent deliberating in committees and, in a growing number of cases, committee decisions themselves need committees to implement.

Work had begun earlier in the University Secretary's Office to enumerate committees at the University of Victoria and to summarize committee practices at other Canadian universities. An inventory of UVic committees revealed that in 1993, there were at least 125 standing committees—a count that undoubtedly missed a significant number of ad hoc committees at both Faculty and department levels. The Roblin Report at the University of Manitoba (1994) estimated that between \$25 million and \$50 million annually was spent on committee work at that University.

The next step would be to take advantage of the work already done and develop ways of streamlining the operations of at least a proportion of our committees. For example, striking smaller committees and mandating broad and systematic consultations would be a way to make at least some committees more efficient. At the University of British Columbia, for example, formally constituted standing committees at the University level are mandated to consult key personnel, other existing policies and practices at UBC and elsewhere, those who are affected by committee policies, and after drafting, conduct further consultations with the same constituents.

To further the work already begun at this University, we could focus on several questions. What are the structure, functions and representational requirements of University standing committees? Which committees are responsible for what functions?

Where do committee roles and responsibilities overlap? When committees do their work, are there ways of streamlining operations by offering training to committee chairs? Can we increase the effectiveness and efficiency of committee consultations with stakeholders by differentiating consultations that seek approval from those that seek effects?

Code of Ethics

Recent experience at UVic has raised the need for a code of ethics and attendant codes of conduct that have the support of the University community. Part of earning that support will be a sense that diverse points of view on values and behaviours have been heard and that they have made a difference.

What could be emerging now on our campus is the belief that open dialogue on values may not be possible—that solitudes are developing and may become an enduring part of our culture. We may need to challenge that belief and create ways of participating in safe, respectful dialogues, the aim of which would be to build a foundation for a code of ethics.

The need for such a code is also being thrust upon us by requests from external bodies. Research councils and government agencies increasingly are viewing codes of ethics as a part of universities and their members being accountable.

Several questions need to be addressed. How does the Tenure Document, which has been jointly negotiated by the Faculty Association and the Board of Governors, speak to possible elements of a code of ethics? Does the University need a code of ethics? Should we have one code or separate (but related) codes for various employee groups and for students? What kinds of sanctions (and administrative procedures) are appropriate in situations where there has been a breach of ethics (a code of ethics without "teeth" is largely meaningless)? How does this University develop ways of conducting safe and respectful dialogues on values and ethics?

Budgetary Decision-making

In order to meet expectations for more input into decision-making from the University community, the University administration should consider a way of both opening up and decentralizing the process of setting budget priorities.

At present, our decision-making structure divides responsibility for resourcing decisions between the academic and the non-academic parts of our University. Ultimately, priorities and resources are decided among the two Vice Presidents and the President.

The University Act (Section 36(e)) provides for the establishment of a standing committee of Senate (the

Senate Budget Committee) to meet with and provide advice to the President as he prepares the annual budget. Although the Senate Budget Committee provides advice and reports to Senate on its deliberations, there may be an opportunity to more fully incorporate its voice into the budget making process.

Other Universities have established planning, budgeting and priority-setting committees whose roles and responsibilities include establishing the annual budget priorities and allocations among academic and non-academic programs. The University of Calgary, for example, established a University Planning Committee in 1989 under the leadership of President Murray Fraser. The Committee serves as the senior planning, priorities and resource allocation committee at U of C. Support committees include academic planning, academic program review and evaluation, research policy, and facilities planning. One possible way for the University of Victoria to proceed would be to establish a President's Advisory Planning and Priorities Committee. The Committee would be advisory to the President in his role of preparing the budget for Board of Governors approval. Although the mandate of such a committee would need to be worked out, one element might be its responsibility for developing and updating (annually) an institutional plan, input for which would initially be the University Strategic Plan.

Other possible elements of its mandate might be its responsibility for recommending to the President the budgetary allocations among the University's new and existing academic and non-academic programs, its responsibility for advising the President on the uses of funds that might accrue outside the normal operating grant and fee revenues, and its responsibility to report its deliberations annually to the Senate on an informational basis.

Although membership would need to be discussed as the development of such a committee proceeds, it would seem appropriate to include, as members of such a body, the senior administration (President, Vice President Academic and Provost, Vice President Finance and Operations), members of the faculty (including the Chair of the Senate Budget Committee and one faculty member from the Senate Planning Committee), and other members of the University community to be determined.

Key questions that follow from such a scenario include: Is such a com-

mittee appropriate for the University of Victoria? How would its members be selected? What additional roles and responsibilities would such a committee have?

Senate

Senate, in many ways, is the primary governing body within the University. A more inclusive Senate may need to be achieved if the University is to achieve its goals. Therefore, the Senate should consider broadening representation on the Senate to include representatives from our administrative and professional staff, as well as our clerical staff. Including these groups would affirm our intention to increase their voice in our University decision-making processes.

The Universities Act does not prescribe broadening the membership of Senate to include administrative and support staff. Inclusion could improve communicating Senate decisions and afford more opportunities for input on policies and decisions that affect their ability to support our teaching and research missions.

Several questions need to be addressed. Would this option increase our effectiveness and our efficiency in coupling the academic decisions of Senate with their non-academic consequences? How would this change Senate procedures? How would this proposal effect Senate's role with respect to academic programs? Are there other more efficient and effective approaches to increasing the voice of administrative and support staff with respect to academic decision-making?

Communications

The lack of communications and knowledge of University policies and procedures has been a major theme throughout our earlier consultations. People have mentioned that communications seem primarily one way (downwards), that problems and solutions on campus tend not to be available for general learning (we sometimes reinvent the wheel).

We should find more and better ways of communicating policies and decisions to those affected by them. As policies are being developed, committee consultations would help to inform and to solicit participation. Perceived relevance and legitimacy of policies is related to being involved in their development.

An annual summary of University-level committee decisions and

policy changes/additions would serve to inform us as well as to improve the accountability of these committees.

Another dimension of communications is our relations with stakeholders outside the University. In our research work, for example, we do not tend to ask how well in and what ways we could explain our work to lay publics. Instead, we construe our obligation to communicate as encompassing our peers and accordingly seek ways of publishing research findings.

But as expectations to be accountable grow, we will need to be more aware of the need to explain and perhaps even justify what we do to government, taxpayers, parents of students and other key stakeholders. Relationships with the media will be an increasingly important part of what we do in the University.

Several questions need to be addressed. Are there other ways of improving communications, both for making policies and decisions and for informing the University community once they are made? How would we know whether members of the University community are informed? What means of communicating are relatively cost-effective?

Administrative Leadership

Both society and the University community are demanding more of our administrators. One of the ways to help meet these expectations is to improve the skills of administrators—particularly academic administrators—so that they are better equipped to manage in an increasingly complex environment.

In addition to program and budgetary responsibilities, administrators are expected to be accountable for faculty and staff adherence to University-wide policies. They need to understand both the spirit and letter of these policies and be prepared to advocate for their implementation.

Managing interpersonal relations among colleagues is also an increasing part of the job. People who accept these roles must be trained to work effectively with colleagues whose values and expectations are increasingly diverse. Skills that are now essential include conflict resolution and negotiation skills.

As job responsibilities and required skills increase, colleagues will need to be compensated appropriately for the more complex and demanding administrative work they do. Incentives such as stipends and leave provisions

will need to be reviewed to make it possible to attract able and willing colleagues to administrative roles in the future.

Several questions need to be addressed. What knowledge and skills are essential to become academic and non-academic administrators? How do we ensure that learning these skills are a part of becoming administrators? Even though we are offering more opportunities to learn about our policies, relevant legislation and court decisions, schedules do not permit everyone who should attend to be there—how do we get the "right" people to participate? What incentives are appropriate to attract colleagues to administrative roles? What can previous administrators tell us that would help us to address these questions, including ways of preventing administrative "burnout"?

Conflict Resolution

One of the corollaries of the previous option is to improve our ability to resolve conflicts internally. Our credibility as an autonomous self-governing institution is related to how well we resolve our differences.

In addition to cost savings, successful internal conflict resolution affords us with opportunities to develop confidence that we can work together and that (in some cases) agreeing to disagree is a workable and collegial option.

It is important to point out that some conflicts will result from our efforts to make changes, or to respond with policies to changing expectations from society. Although efforts to resolve such conflicts can bring about a clearer understanding of positions and values, we also need to acknowledge our obligation to make decisions and take actions in a timely manner.

We have resources on campus that need to be included in our learning how to resolve conflicts: the Institute for Dispute Resolution and the procedures of the Fees Reduction Appeals Committee are two examples that can help us.

Several questions need to be addressed. What works in academic communities to resolve conflicts? What has worked here at the University of Victoria? What skills/training do we need to offer to improve our ability to resolve conflicts? How do conflict resolution skills relate to our ability to communicate effectively in the University community?

The following are members of the Task Force appointed by UVic President David Strong

Dr. Mary-Wynne Ashford (Board of Governors)—until March 1995
Professor Lynda Gammon (faculty)
Jeremy Mannall-Fretwell (graduate student)
Dr. James McDavid (Dean)
Dr. Reg Mitchell (faculty)
Dr. Don Rowlatt (Vice-President Finance & Operations)
Dr. Sam Scully (Provost, Task Force Vice-Chair)
Sheila Sheldon Collyer (University Secretary)

Dr. David Strong (Task Force Chair)
Jill Tate (staff)
Dr. Nancy Turner (faculty)
Tina Walker (undergraduate student)
Robert Worth (staff)

Beth Watton (Assistant to the Task Force)
Alan Wilson (Assistant to the Task Force)

Continued from page 4

Collegial model under seige, says Sneja Gunew

By SOOK KONG

Dr. Sneja Gunew, a pioneer of multicultural literary studies in Australia and cultural policy consultant to the Australian government, was hired by the University of Victoria in 1993. Gunew, a well-known scholar of postcolonial theory and literature, is a Professor of English in the English Department. She is also the current Chair of UVic's Faculty Women's Caucus.

Gunew, talking about her involvement in the Caucus, says: "One of the reasons I was interested in taking up the Chair of the Faculty Women's Caucus here is that I bring to it experience of almost twenty years, in another context, another culture, working in Australia, to bring about change for women in the academic institution. I was, of course, very interested to work in this area here, partly because it would be a very important learning process for me to see how the differences work."

Comparing the activist work done by Australian and Canadian women, Gunew says: "In terms of policy, Australian women have managed to get quite a lot through. And I was heartened at the degree to which Canadian women have been active in bringing about institutional change, at least as much as one can judge from one institution."

Regarding the further potential of UVic's Faculty Women's Caucus, she says: "I was very pleasantly surprised by seeing the number of women who were actually in the institution. At the moment, the potential for membership of the Caucus is

over four hundred women, which is extremely impressive. And I gather that much of this has happened as a result of the Caucus initiating certain equity hiring procedures some two years ago."

Gunew says now that UVic is increasing its hiring of faculty women, proper follow-up action is necessary: "What faces the Caucus and the University now is to deal with this new critical mass of women. How do we retain the young women hired as part of this process, how do we ensure that their working contexts are positive and constructive?"

According to Gunew, another urgent matter is: "The other one is the challenge that always faces any kind of innovative policy-making. There is an excellent Equity Policy in place now. The implementation of it is a whole other issue. And this is where one comes upon institutional resistance in various ways. So even if you have the best policy document in the world, which has, in fact, come about as a result of a great deal of energy, commitment and work by a number of individuals; and even though in abstract ways, the higher echelons of the University approved it, it still means that a great deal of work has to be done in implementing the Policy."

On strategies for change, Gunew says: "The other broad area that concerns me, as Caucus Chair, is the whole issue of getting women into higher university decision-making and governance.

"I was surprised, given the number of senior women in the institution, that so few of them occupy, for example, the highest executive positions. I would have thought that there would have been at least one or two. There's still a dearth of women department chairs, Deans, Vice-Presidents and so on. That's a real problem."

Talking about why it is crucial to have faculty women in governance, Gunew says: "We have discussed various strategies about how to deal with all that. It's by no means an issue that's solved elsewhere in the world but it's something that we have to work on if things are really going to change."

The Caucus is also considering various ways to raise funds so that its scope of activities and the projects it undertakes can be increased. Gunew says: "In terms of the resources that have been made available to the Caucus, we are very grateful, obviously, for the resources we are given. But they are very slender ones; and we have been discussing ways and means of increasing that budget, possibly by charging some kind of membership fee, partly because that has the added effect of getting women to own the organization. On the other hand, we are all very conscious of how stretched our own slender resources are. So we don't have an operating budget that allows us to, for example, mount workshops, conferences, or even attract visiting women scholars. That would be wonderful. It's

something to work towards."

There is increasing recognition that the Caucus has a key role to play in the quality of life in the institution. Gunew says: "I have been very heartened, for example, by the series of recommendations that have just come out as part of the review of the School of Public Administration.

"A number of these recommendations were addressed to the University, and included setting up much more stringent monitoring processes for implementing the Equity Policy, and that such monitoring processes, in fact, involve the Caucus in a central way. It is after all the body that's most immediately concerned with women's institutional lives on this campus. And of course, the Caucus incorporates a great deal of expertise in this area. So it's natural that we should be part of the process of monitoring the institution in this respect."

Stressing the importance of making the recommendations part of the reality of life in the institution, Gunew says: "If we manage to implement these recommendations, I think it will be very much a step forward."

On changes and events that have impacted on individuals and the institution, Gunew says: "One of the things that has troubled me considerably, from the time I first arrived here, is that the universities are facing, generally, very unsettling changes in their move towards systems of greater accountability, corporatisation, etc.

"Various places deal with this

in different ways. I think it has also made it more difficult for people within the institution to adhere to the old models of collegiality, to maintain the structures of civility and collegiality which are more important than ever as we are trying to face both pressures to change from the outside and respond to the need for change within the institution.

"What seems to have happened is that conflict resolution has been catapulted, almost immediately, into the legal, adversarial arena, which precludes, in fact makes redundant, any kind of collegial resolution within the institution, in other words, that the University itself settles its own problems.

"The threat of suing and counter-suing, as I have said, the movement of these disputes into the legal arena, is a very sad symptom for the future of the collegial model, now when we need it more than ever. It has made it quite redundant, part of an outmoded era."

On the consequences of legalistic responses to requests for institutional change as well as adversarial approaches to conflict resolution, Gunew says: "I think, we have not even begun to face as yet the further implications of not being able to reach for that collegial model. But, certainly, loss of morale has been one of the implications. People no longer have the sense of belief in the old structures of decision-making and collegiality. This is something the Women's Caucus too must accommodate."

Women's conference plans to expand

By PATTY PITTS

This year's UVic Women's Conference was so successful, organizers are already planning to hold next year's version in a bigger venue. "Sharing Strengths and Strategies" attracted over 300 participants on Feb. 22, filling the David Lam Auditorium to capacity.

"We want to move to a different venue," says Director of Equity Issues Sheila Devine. "Community members have expressed an interest in attending as well. There are many people out there—parents, alumni—who are related to the University in some way."

The day of workshops and presentations focusing on issues concerning the women of UVic was given a rousing start with a keynote address by Dr. Glenda Simms, the President of the Canadian Advisory Council on the Status of Women. Throughout her career as an educator, Simms has championed the concept of inclusive feminism—one that encompasses and

respects the perspectives of all sectors of the women's community.

"Glenda Simms was amazing," said UVic Students' Society Director of Academics Stacey Tabert at the close of the conference. "I've been riding the crest of her presentation all day."

Tabert, who co-presented a workshop, was pleased at the equal representation of students, faculty and staff at the conference.

"It's one of the few days that we can break out of our little groups," said Devine, adding that there are few opportunities outside the conference for staff and students to meet informally with faculty members.

A plenary session at the close of the conference, "Speaking as a Student . . . The Voices of Women," offered three students the opportunity to share their experiences with the audience.

Fern Holmes, an undergraduate student with the Faculty of Education, acknowledged how important other women's support

was to a mature student and mother like herself. She praised her professors for being flexible in setting due dates for assignments and in their choices for courses.

Mechanical Engineering Co-op student Nasreen Dhanji echoed Holmes' belief that support from other women is crucial to other women's success.

"It's very important for women to stick together and support each other," she told the conference. "I've had a lot of support from the women in my field."

Her experiences this year in searching out a Co-op position were less positive. After tracking down a machine shop in Vancouver that expressed willingness to hire a student, Dhanji was continually discouraged by the owner from taking on the job. She was told she was "too small," that it wasn't a "woman's job."

"I said 'Give me an opportunity to prove myself,'" Dhanji recalled.

Although she diligently showed up for work every day, she was often sent home after being told her trainer wasn't going to be in that day. On the occasions that the trainer did show up, Dhanji said he was impressed with her work. Throughout January and into February, the shop owner procrastinated in filling out the paperwork required for a Co-op work term. Finally, in mid-February, he called Dhanji in to reiterate he thought she was "too small" for the job since it would require lifting heavy equipment. When she pointed out there was other equipment in the shop to assist with lifting, the owner simply said he wasn't doing enough business to pay her.

"It's upsetting," said Dhanji, who was never paid for the work she did do. "I like to think we're progressing, but when something like this happens, you think again. But working together like this, sharing our problems, hoping to find solutions, will

help us move forward. Don't get discouraged. Don't let the ignorance out there discourage you from following through on your dreams."

Beth Hardy, a student representative on UVic's Board of Governors, said her first year on the Board was a confusing time of learning regulations, procedures and process.

"By the time you understand the rules, they give you a plaque and send you on your way."

Re-elected to a second one-year term, she found herself serving under the Board's first female Chair, Sandra Harper.

"Never let them tell you one woman can't make a difference," said Hardy.

She recounted several incidents where being outspoken and a public figure has resulted in unwanted attention but Hardy says that, after realizing that even women with lower profiles are verbally abused, she will continue to speak her mind.

"Keeping quiet won't protect us," she advised.

CALENDAR

ALL EVENTS ARE FREE UNLESS OTHERWISE INDICATED. SUBMISSION DEADLINE FOR THE NEXT ISSUE IS MARCH 17.

ATHLETICS EXHIBITIONS FILMS LECTURES MUSIC RECREATION THEATRE WORKSHOPS & CONFERENCES OTHER

Continuing

E Graven Images IV. To March 26.
U. Ctr. Gallery. Info 721-8298.

Friday, March 10

L 10:30 a.m. *Remarriage Among Elder Widows and Widowers: A Marital History Analysis*. Zheng Wu. MACL D101. R.S.V.P. 721-6369.

M 12:30 p.m. Fridaymusic. School of Music students in a program for various instruments. Phillip T. Young Recital Hall. Info 721-7903.

W 1:30 p.m. Networking. For students and recent graduates. \$3 at Student Employment Centre. Info 721-8421.

F 2:30 & 7:00 & 9:25 p.m. *Interview with the Vampire* (USA, 1994) Neil Jordan. \$4-\$6 at door, \$3 matinee. SUB Theatre. Info 721-8365.

L 3:00 p.m. *Snow and Ice and Life in the High Mountains: Karakoram/Himalaya*. Dr. Jim Gardner, U. of Manitoba. CORN B145. Info 721-7327.

L 3:00 p.m. *Sex and the Single Alligator and What Wolf Survival Tells Us About Inter-tribal Warfare*. Dr. Jim Murray, U. of Washington. CUNN 146. Info 721-7117.

F 7:00 p.m. *Motherland*. Admission by donation. MACL A144. Info 384-8042.

M 8:00 p.m. Palm Court Orchestra. \$15.50 at U. Ctr. & McPherson box offices. U. Ctr. Auditorium. Info 721-8480.

M 8:00 p.m. Faculty Recital. Alexander Dunn, guitar. \$5-\$8 at School of Music office. Phillip T. Young Recital Hall. Info 721-7903.

F 11:45 p.m. *Enter the Dragon* (USA/Hong Kong, 1973) Robert Clouse. \$4-\$6 at door. SUB Theatre. Info 721-8365.

Saturday, March 11

F 2:30 & 7:00 & 9:25 p.m. *Interview with the Vampire* (USA, 1994) Neil Jordan. \$4-\$6 at door, \$3 matinee. SUB Theatre. Info 721-8365.

A 2:30 p.m. Men's Rugby vs. U. of Washington. Wallace Field. Info 721-8406.

M 8:00 p.m. Tafelmusik. \$9-\$22 at U. Ctr. & McPherson box offices. U. Ctr. Auditorium. Info 721-8480.

M 8:00 p.m. Student Composers. Phillip T. Young Recital Hall. Info 721-7903.

F 11:45 p.m. *Enter the Dragon* (USA/Hong Kong, 1973) Robert Clouse. \$4-\$6 at door. SUB Theatre. Info 721-8365.

Sunday, March 12

F 7:00 & 9:20 p.m. *The Cook, The Thief, His Wife & Her Lover*. (GB/France, 1989) Peter Greenaway. \$4-\$6 at door. SUB Theatre. Info 721-8365.

Monday, March 13

F 7:20 & 9:10 p.m. *The Double Life of Veronique* (Fr/Poland, 1991) Krzysztof Kieslowski. Subtitles. \$4-\$6 at door. SUB Theatre. Info 721-8365.

L 7:30 p.m. *Inventing the Devil*.

Green Room, Cadboro Commons. Info 385-9330.

L 8:00 p.m. *Brains, Behavior and Evolution*. Prof. Glenn Northcutt, U. of California. Lansdowne Lecture. MACL A144. Info 721-8856.

L 8:00 p.m. *Mighty Maidens: Gender As the Source of Narration in the Sagas*. Dr. Helga Kress, U. of Iceland. Beck Lecture. CLEA C305. Info 721-7636.

M 8:00 p.m. Bachelor of Music Graduating Recital. Amy Zanrosso, piano. Phillip T. Young Recital Hall. Info 721-7903.

Tuesday, March 14

L 11:00 a.m. *Gender, Gossip and*

Theatre: the Art of Educational Drama. Professor Jonathan Neelands, U. of Warwick. Lansdowne Lecture. Phoenix Theatre. Info 721-7836.

Wednesday, March 15

M 10:00 a.m. Victoria Symphony. And 2:00. \$18-\$19 at Royal & U. Ctr. box offices. U. Ctr. Auditorium. Info 385-6515.

M 12:30 p.m. UVic Percussion Ensemble. Phillip T. Young Recital Hall. Info 721-7903.

L 2:30 p.m. *Japan in Transition* Preparing for the 21st Century. U. Ctr. A180. Info 721-7020.

L 2:30 p.m. *Changing the Conditions*

L 12:30 p.m. *Internationalizing our Principles: The Role of Environmental Management in Global Security*. Stephen Owen, Commissioner, Commission on Resources and the Environment. BEGB 159. Info 721-8150.

L 2:30 p.m. Religion and Peacemaking in Contemporary Conflicts: A Peace Practitioner's View. Prof. Edmundo Garcia, U. of Philippines. U. Ctr. A180. Info 721-6325.

L 4:00 p.m. *TRIM, the TRIUMF Isotopes in Medicine Program*. Dr. John Vincent. ELLI 061. Info 721-7736.

L 4:30 p.m. *A New Model of the Pidginization Process*. Dr. Derek Bickerton, U. of Hawaii at Manoa. Lansdowne Lecture. CLEA A201.

T 8:00 p.m. *As You Like It*. Faculty Director Harvey Miller. \$12-\$14 at Phoenix Theatre. Info 721-8000.

Saturday, March 18

A 9:00 a.m. Women's Soccer Spring Cup. \$1-\$3 at Centennial Stadium. Info 721-8406.

L 9:30 a.m. *Public Elementary and Secondary Theatre Workshop - Theory into Practice*. Professor Jonathan Neelands, U. of Warwick. Lansdowne Lecture. Phoenix Theatre. Info 721-7836.

A 11:00 a.m. Men's Soccer Spring Cup. \$1-\$3 at Centennial Stadium. Info 721-8406.

F 2:30 & 7:15 & 9:15 & 11:15 p.m. *Clerks* (USA, 1994) Kevin Smith. \$4-\$6 at door. SUB Theatre. Info 721-8365.

M 7:00 p.m. Victoria Praise! U. Ctr. Auditorium. Info 721-6561.

M 8:00 p.m. Faculty Recital. Eva Kinderman, piano. \$5-\$8 at School of Music office. Phillip T. Young Recital Hall. Info 721-7903.

T 8:00 p.m. *As You Like It*. Faculty Director Harvey Miller. \$12-\$14 at Phoenix Theatre. Info 721-8000.

Sunday, March 19

A 1:00 p.m. Women's Soccer Spring Cup. \$1-\$3 at Centennial Stadium. Info 721-8406.

A 3:00 p.m. Men's Soccer Spring Cup. \$1-\$3 at Centennial Stadium. Info 721-8406.

F 7:10 & 9:00 p.m. *The Cement Garden* (GB, 1993) Andrew Birkin. \$4-\$6 at door. SUB Theatre. Info 721-8365.

M 8:00 p.m. Bachelor of Music Graduating Recital. Myfanwy Sansbury, horn. Phillip T. Young Recital Hall. Info 721-7903.

Monday, March 20

L 3:30 p.m. *The Use of Borehole Imaging Techniques in the Exploration for Stratigraphic Traps; An Example of the Middle-Devonian Gilwood Channels in North-Central Alberta*. Eric Pauwe. CLEA C112. Info 721-6120.

F 7:15 & 9:15 p.m. *Three Colours: Blue* (France, 1993) Krzysztof Kieslowski. Subtitles. \$4-\$6 at door. SUB Theatre. Info 721-8365.

L 7:30 p.m. *Current Issues and Trends in Learning Disabilities*. Dr. Janet Lerner, Northeastern Illinois University. Lansdowne Lecture. MACL D288. Info 721-7636.

L 7:30 p.m. *Town & Country: The Early Flemish Landscape*. Dr. Larry Silver, Northwestern University. Lansdowne Lecture. HSD A240. Info 721-7942.

M 8:00 p.m. Bachelor of Music Graduating Recital. Karian Brigidear, piano. Phillip T. Young Recital Hall. Info 721-7903.

Tuesday, March 21

M 12:30 p.m. Tuesdaymusic. School of Music students in a program for various instruments. Phillip T. Young Recital Hall. Info 721-7903.

L 3:30 p.m. *A Canadian Microelec-*



Shakespeare's effervescent tale of love in the Forest of Arden, As You Like It, opens at the Phoenix Theatre March 16 and runs through April 1. Period costumes and 26 actors and actresses plus musicians are featured in the cast assembled by director Dr. Harvey M. Miller. Players include Prof. John Krich (above) as Touchstone and Janet Macdonald as Rosalind. Set design is by MFA candidate Michael Meloche, costumes are by Irene Pieper, lighting by MFA candidate Jennifer Brumer, sound by Jaime Richardson, musical direction by Dr. Dale McIntosh and fight and dance choreography by Kaz Piesowocki. Dinner theatre evenings for As You Like It are March 21 and 28. The box office opens March 9 at 12 noon. Reservations are available by calling 721-8000.

the Grotesque in the Sagas. Dr. Helga Kress, U. of Iceland. Beck Lecture. HSD A250. Info 721-7636.

M 12:30 p.m. Tuesdaymusic. School of Music students in a program for various instruments. Phillip T. Young Recital Hall. Info 721-7903.

L 3:30 p.m. *Air-Sea Interaction at High Latitudes: Won't Bermuda Suffice?* Dr. Miles McPhee, McPhee Research Co. CORN A221. Info 721-6120.

L 4:30 p.m. *The Relevance of Creole Studies for the Study of Language Acquisition*. Dr. Derek Bickerton, U. of Hawaii at Manoa. Lansdowne Lecture. CLEA A309. Info 721-7636.

F 7:10 & 9:15 p.m. *La Cage Aux Folles* (France, 1979) Edouard Molinaro. Subtitles. \$4-\$6 at door. SUB Theatre. Info 721-8365.

L 7:30 p.m. *Venezuela*. Dave Fraser and Leah Ramsey. BEGB 159. Info 721-7148.

L 8:00 p.m. *Towards a Useful*

of Caring Labour: The Challenge. Marie Campbell, UVic. CORN A371. Info 721-7572.

L 4:30 p.m. *Interactive Strategies for ESL Classrooms*. Jamie Baird, Camosun College. CLEA C112. Info 721-7420.

F 7:15 & 9:10 p.m. *Dear Diary* (Italy/France, 1993) Nanni Moretti. Subtitles. \$4-\$6 at door. SUB Theatre. Info 721-8365.

L 8:00 p.m. *The Evolution of Language*. Dr. Derek Bickerton, U. of Hawaii at Manoa. Lansdowne Lecture. BEGB 158. Info 721-7636.

M 8:00 p.m. Bachelor of Music Graduating Recital. David Michaux, trumpet. Phillip T. Young Recital Hall. Info 721-7903.

Thursday, March 16

L 11:00 a.m. *Waiting for Passage: Juliana Jonsdottir and the Emergence of Women's Poetry in Iceland*. Dr. Helga Kress, U. of Iceland. Beck Lecture. HSD A250. Info 721-7636.

Info 721-7636.

F 7:15 & 9:10 p.m. *Dear Diary* (Italy/France, 1993) Nanni Moretti. Subtitles. \$4-\$6 at door. SUB Theatre. Info 721-8365.

T 8:00 p.m. *As You Like It*. Faculty Director Harvey Miller. \$12-\$14 at Phoenix Theatre. Info 721-8000.

Friday, March 17

M 12:30 p.m. Fridaymusic. School of Music composition students. Phillip T. Young Recital Hall. Info 721-7903.

F 2:30 & 7:15 & 9:15 & 11:15 p.m. *Clerks* (USA, 1994) Kevin Smith. \$4-\$6 at door, \$3 matinee. SUB Theatre. Info 721-8365.

L 3:00 p.m. *The Phylogeny of the Lateral Line*. Dr. Glenn Northcutt, Scripps Institute of Oceanography. CUNN 146. Info 721-7117.

M 8:00 p.m. UVic Sonic Lab. Admission by donation. Phillip T. Young Recital Hall. Info 721-7903.

tronics Initiative. Dr. Graham Jullien, U. of Windsor. Lansdowne Lecture. ELLI 167. Info 721-7636.

L 3:30 p.m. Linking Hydrothermal Venting to the Overlying Water Column: The Bio-Physical Connection. Dr. Richard Thomson, Institute of Ocean Sciences. CORN A221. Info 721-6120.

L 4:00 p.m. Accelerator Mass Spectroscopy (AMS) in Life Science Research. Dr. R. Johnson, UBC. ELLI 160. Info 721-7736.

F 7:00 & 9:15 p.m. Some Like It Hot (USA, 1959) Billy Wilder. \$4-\$6 at door. SUB Theatre. Info 721-8365.

L 7:30 p.m. Labour & Leisure in the Capital of Capital. Dr. Larry Silver, Northwestern University. Lansdowne Lecture. FINE 103. Info 721-7942.

T 8:00 p.m. As You Like It. Faculty Director Harvey Miller. \$18 Dinner Theatre 6:00 p.m. \$12-\$14 at Phoenix Theatre. Info 721-8000.

Wednesday, March 22

L 12:00 p.m. Humour and the Workplace. Commonhealth Series. U. Ctr. B238. Info 721-8406.

M 12:30 p.m. Graduate Students Recital. Adrian Peters, clarinet. Phillip T. Young Recital Hall. Info 721-7903.

L 2:30 p.m. Dedicated to the Service of Christ and Israel. Dr. Phyllis Senese. U. Ctr. A180. Info 721-6325.

L 3:00 p.m. High Performance Processors on Silicon. Dr. Graham Jullien, U. of Windsor. Lansdowne Lecture. ELLI 160. Info 721-7636.

L 4:30 p.m. Language Teaching Opportunities: Here and There. CLEA C112. Info 721-7420.

F 7:15 & 9:10 p.m. Oleanna (USA, 1994) David Mamet. \$4-\$6 at door. SUB Theatre. Info 721-8365.

M 8:00 p.m. Bachelor of Music

Graduating Recital. Nick Coulter, percussion. Phillip T. Young Recital Hall. Info 721-7903.

T 8:00 p.m. As You Like It. Faculty Director Harvey Miller. \$12-\$14, \$6 students, Wed. only. Phoenix Theatre. Info 721-8000.

Thursday, March 23

L 12:30 p.m. When the Public Interest Loses: The Liability of Public Interest Litigants for Adverse Cost Awards. Professor Chris Tollefson, UVic. Law faculty workroom. Info 721-8150.

F 7:15 & 9:10 p.m. Oleanna (USA, 1994) David Mamet. \$4-\$6 at door. SUB Theatre. Info 721-8365.

L 7:30 p.m. Peter Bruegel & the Culture of Early Capitalism. Dr. Larry Silver, Northwestern University. Lansdowne Lecture. HSD A240. Info 721-7942.

T 8:00 p.m. As You Like It. Faculty Director Harvey Miller. \$12-\$14 at

Phoenix Theatre. Info 721-8000.

Friday, March 24

M 12:30 p.m. Fridaymusic. School of Music voice students. Phillip T. Young Recital Hall. Info 721-7903.

L 2:30 p.m. Arithmetic for Video-Rate Signal Processors. Dr. Graham Jullien, U. of Windsor. Lansdowne Lecture. CORN A125. Info 721-7636.

L 3:00 p.m. Dispersal: The Case for Ground Squirrels. Dr. Boag, UVic. CUNN 146. Info 721-7117.

F 7:00 & 9:20 p.m. Little Women (USA, 1994) Gillian Armstrong. \$4-\$6 at door. SUB Theatre. Info 721-8365.

M 8:00 p.m. Big Band Concert. \$5-\$8 at U. Ctr. & McPherson box offices. U. Ctr. Auditorium. Info 721-8480.

T 8:00 p.m. As You Like It. Faculty Director Harvey Miller. \$12-\$14 at

Phoenix Theatre. Info 721-8000.

F 11:00 p.m. Star Trek (USA, 1994) David Carson. \$4-\$6 at door. SUB Theatre. Info 721-8365.

Saturday, March 25

T 2:00 p.m. Winnie The Pooh. Four Seasons Musical Theatre. \$5-\$8 at door. U. Ctr. Auditorium. Info 721-8480.

F 7:00 & 9:20 p.m. Little Women (USA, 1994) Gillian Armstrong. \$4-\$6 at door. SUB Theatre. Info 721-8365.

M 8:00 p.m. Composers' Concert I. Phillip T. Young Recital Hall. Info 721-7903.

T 8:00 p.m. As You Like It. Faculty Director Harvey Miller. \$12-\$14 at Phoenix Theatre. Info 721-8000.

F 11:00 p.m. Star Trek (USA, 1994) David Carson. \$4-\$6 at door. SUB Theatre. Info 721-8365.

Reduce-Reuse-Recycle Freezer bags net savings

Computing Services is saving money and reducing waste by changing from vacuum-sealed plastic to zip-lock bags to package your printouts. Responding to recipients' complaints about the non-recyclable plastic wrapping their orders, Computing Services looked for an alternative way of packaging.

In August the department purchased 2,000 zip lock bags and began distributing all but their most bulky orders in them. In six months, Computing Services reduced the amount of plastic wrap it used by half and saved over \$400 in the process since the bags cost \$160 and the cost of a similar amount of non-recyclable wrap would have been \$600.

The savings would be even higher if recipients would return the bags to Computing Services. Only 200 bags remain in the department's hands, despite the fact the bags are clearly marked with a request to return them. Computing Services reminds recipients of their bags that they can return the zip-lock bags easily through campus mail.

More interest shown in student elections

The recent federal budget and uncertainty over the future funding of post-secondary education has sparked increased interest in the upcoming student elections. Fifteen candidates are vying for 11 UVic Students' Society directors at large positions (compared to 11 candidates last year). Eight candidates are running for two Board of Governors positions and 11 candidates are vying for seven positions on Senate.

Not surprisingly, tuition fees, cutbacks in campus services and increased student involvement in University administrative decisions dominate the election platforms of the candidates. In addition to electing representatives, UVic students will also be

voting on two referendum questions. They will be asked if they are in favour of renewing their current health plan and of increasing the student fee paid to the Canadian Federation of Students by \$2.25 per term to \$6 per semester (pro-rated for part-time students).

Last year's elections attracted a 15 per cent voter turnout which is average for campuses across Canada. Voters with a valid student card can cast their ballots at 10 locations around campus from 9 a.m. to 5 p.m. March 14, 10:30 a.m. to 7 p.m. March 15 and 8:30 a.m. to 4:30 p.m. March 16. For further information contact the election's chief electoral office, Janetta Ozard, at 721-8366.

UVic opens first local government centre in Canada

BY TERESA MOORE

With almost 50 years experience in local government research between them, Drs. Jim McDavid and Bob Bish seem logical choices to head up Canada's first national centre for research in local government. McDavid, Dean of the Faculty of Human & Social Development, and Bish, a professor of Public Administration and Economics, will co-direct the new centre to be called the Local Government Workshop.

Bish and McDavid met while doing post graduate work at Indiana University and since then have each established an international reputation for their studies of alternative ways to provide responsive and efficient local government services. It was this reputation that a year ago led the Donner Canadian Foundation to ask them to submit a proposal for a centre that would assist local governments to improve the effectiveness of their major services—fire, police, parks and recreation, and engineering, including solid waste removal, water, and sewage. The Toronto-based foundation supports projects which address the role of government in society and Canada's role in the international arena, particularly with regard to North America and the Pacific Rim.

"The Foundation approached us," recalls McDavid, "we didn't go looking for funding. Relatively few people specialize in local government service delivery and it was good fortune that two of us are here [at UVic]."

Now, with \$450,000 seed money from the Foundation, McDavid and Bish are poised to open the first centre of its kind in Canada. The Local Government Workshop, which will operate out of UVic's Centre for Public Sector Studies in the Human & Social Development

building, will provide practical advice to municipalities across the country and disseminate information on local governments from researchers in Canada, the U.S. and Europe. Scholars from universities across Canada and local government officials will be involved.

The Local Government Workshop will provide three services. Municipalities will have access to the results of a national survey of municipalities across Canada allowing them to compare themselves to cities of similar size and budgets. The comparative information will help them assess and improve their own services.

Municipalities will also be able to access research from Canada, the U.S. and elsewhere through a computerized database containing references and summaries of innovative methods of service delivery. A full-time librarian, Jessica Dill, who holds a master's degree in library science, begins work on May 1.

On a more individualized basis, Bish and McDavid will work directly with municipalities to solve specific problems.

"A city may not be happy with the efficiency of its garbage collection system, for example. We would look at the particular circumstances of that city, such as the state of its equipment and operations, and draw up a series of options that would be unique to that municipality," explains Bish.

This kind of assistance is becoming increasingly necessary as federal and provincial governments cut budgets and jobs, according to McDavid.

"There is growing pressure on municipal governments to provide services, but there are fewer dollars to support them," he says. "Local governments must start sharing their experiences and try to find ways to cut

costs. Managers are often too busy to explore alternative delivery systems. We can show them their options and make practical suggestions that will save tax dollars."

Bish and McDavid plan to focus on marketing their service to communities across Canada during the first year of the three year grant, and expect to have the first national survey completed and the database established. Bish also expects to have a newsletter published by the fall of 1995 that will contain articles on efficient methods of delivering municipal services. The newsletter, *The Local Services Research Review*, will reach municipal managers and council members. Mayors and city managers of the 10 communities of Greater Victoria have already been notified of UVic's new service and Bish and McDavid will meet with them and their counterparts on the Lower Mainland in the spring.

Both directors are optimistic that the Workshop will be a success and expect it will eventually be supported by the municipal governments that use it, with assistance for further research from corporate sector and Foundation grants.

"We expect it will become a permanent fixture at UVic," says Bish.

Graduating This Spring?

Spring Convocation takes place on June 1st, 2nd and 3rd with six ceremonies spread over the three-day period.

Undergraduates from the Faculties of Education, Engineering, Human and Social Development, Fine Arts and Law should pick up their graduation packages at their

respective Faculty offices. Students in Arts and Science pick up their material at the Ceremonies Offices in Room 113, University House 2. Pick-up period is from Friday, March 17th to 24th.

For further information, please call: 721-7446 or 721-7445.

CLASSIFIED

Sunny, one-bedroom suite one block from Cadboro Bay Village, 5 min. from UVic. Sunroom, fireplace, wood floors, yard, storage, washer/dryer. Cable, hydro, heat included. \$900/month. 721-4054.

Monster erg champ wows Boston



Wielding her championship hammer and sipping champagne, Donaldson celebrates her world championship after returning home from Boston.

Just one and a half years ago, UVic's Occupational Health and Safety officer Daphne Donaldson took up training on an ergometer, an indoor rowing machine, to stay in shape. On Feb. 26, on the floor of the Harvard University gym, Donaldson rowed her fastest 2,500 metres ever to win the senior women's light weight category at the World Indoor Rowing Championships.

"It was very exciting," said Donaldson after returning to campus. "It was a wonderful experience. I started training to get fit and I wanted to compete in a local event. It never occurred to me that I would qualify to go to Boston and it never occurred to me that I could win."

Donaldson won her berth at the championships (also known as the CRASH B's) by winning the masters women's event at the Monster Erg competition held at UVic on Jan. 29. It was only her second appearance at the local competition. Donaldson was joined at the CRASH B's by UVic student Rachel Starr, who placed 6th in the women's lightweight finals, and by UVic women's rowing coach Rick Crawley, who rowed a personal best time in the senior men's heavyweight category.

There were 1,200 competitors at the World Indoor Championships competing on 130 ergs.

"There were lots of spectators and lots of noise," said Donaldson. "It was quite intimidating."

The competitors' hotel, the Sheraton Commander in Boston, set up several ergs in one of their rooms so out-of-town guests could do some last-minute training after arriving in Boston. The machines weren't the only surprise waiting for Donaldson when she checked into the hotel.

"My husband and the people from Henderson Rec Centre [where I train] had sent me flowers, champagne and chocolates," she said.

The night before the competition, the same supporters sent her a three-page fax full of encouraging messages.

"It gave me such a boost," recalled Donaldson. "Personal effort is an important component of this but having the incredible support from people around you makes such a difference."

She singles out Henderson Centre's Bob Martin and UVic phys ed student J. D. Gibbard, who designed Donaldson's training programs, for special praise.

"I don't think I'd have been able to do it without them."

So what does one give a CRASH B Sprints World Champion to commemorate her achievement? A medal? A plaque? A bouquet of flowers?

"A hammer," said Donaldson. "I'm very proud to be the owner of a special Crash B Sprints hammer with a plaque on the handle. I guess it's supposed to signify how I hammered the machine."

CAPI conference focuses on "Japan in Transition"

Two of Japan's foremost political economists will speak at a free public conference held by the Centre for Asia-Pacific Initiatives March 15 from 2:30 p.m. to 5 p.m. in the University Centre Senate Chambers.

Economist Naoyuki Yoshino of Keio University will speak on "Postwar Economic Development of Japan and the Role of the Government Banks—Its Past and Future," and political scientist Nobuhiro Hiwatari of the University of Tokyo will

speak on "Change and Continuity in the Japanese Party System." After each speech, panelists Dr. Bill Rapp (CAPI/Business), Dr. Carl Mosk (Economics), Dr. Tim Craig (Business), and Dr. Robert Bedeski (Political Science) will respond and comment, followed by questions from the audience. The conference is being funded by the Japan Foundation and the Japanese Consulate, Vancouver. For further information, call CAPI at 721-7020.

Budget cut worries for administrators

continued from page 1

one hand tied behind our backs.

"We're going to have to work hard to convince the provincial government that support for post-secondary education should remain a priority. The funding choices will now be made at that level with no federal contribution. It's worrisome to see students caught by this. If universities end up doubling or tripling fees to make up the federal shortfall, the burden on students is going to be enormous.

"The big worry is the rest of the decade."

As to how UVic research will fare as a result of the budget cuts, "It's a very uncertain situation right now," muses Associate Vice-President, Research, Dr. Alex McAuley. But he expects that a clearer picture will emerge in a few weeks, once the granting councils and federal departments have had a chance to consider how to distribute the cuts.

The Natural Sciences and Engineering Research Council (NSERC) will be cut by 14 per cent (\$69.7 million) over the next three years. The Social Sciences and Humanities Research Council (SSHRC) will also be cut 14 per cent (\$12 million). The Medical Research Council's cut will be 10 per cent (\$26 million).

NSERC will cut 5 per cent in each of the first two years and 4 per cent in the third year. According to the Association of Universities and Colleges of Canada (AUCC), NSERC will hasten the phase-out of non-core

programs it had already slated for termination, but this will not save it from having to trim its core programs as well.

UVic researchers have received an average of \$9.5 million annually from NSERC in recent years. "In three years, the NSERC cuts could mean that UVic receives \$1 million less," McAuley predicts. UVic gets about \$1 million a year from SSHRC, and this is likely to shrink in similar proportions.

"Cuts to the granting agencies mean either fewer people will get funded, or everyone's grants will be reduced in size," says McAuley. "There is some precedent for the latter," he adds. "Ten years ago, NSERC cut all grants back by 4 per cent." Most grants are for multi-year periods, so present grantees may see their amounts for future years shrinking.

The AUCC, in its budget response message, points out that it appears that the Networks of Centres of Excellence have been included with the councils and are thus subject to the same cuts. UVic researchers currently participate in five of the 10 Centres.

Although UVic does not have a medical school and so does not receive large amounts of MRC funding, the MRC cuts may curtail that agency's recent expansion to include health-related research in its mandate, thus potentially excluding several areas of research at UVic that have only recently come under the expanded mandate.

"Another area of uncertainty

is how the cuts to federal departments will affect their research expenditures," McAuley points out. In recent years, UVic faculty have been increasingly successful in obtaining research contracts from such federal agencies as Fisheries and Oceans Canada and Industry Canada.

"We have not heard anything about funding to TRIUMF, either," says McAuley, referring to the particle accelerator in Vancouver in which UVic is a partner. TRIUMF funding comes from Industry Canada and the National Research Council, which has been asked to cut \$76 million over the next three years.

The budget also calls for cuts of 20.5 per cent in funding for international activities, including the Canadian International Development Agency and the International Development Research Centre, which currently fund UVic projects.

McAuley is quick to point out that cutbacks in research funding do not affect faculty members exclusively. "Any decrease in funding levels will affect our ability to attract, keep, support, and train graduate students," he explains. "Also, employment of research assistants and technicians could be reduced."

McAuley expects that granting agencies will increase their stress upon collaborative research with industrial partners and that universities and researchers themselves will need to be much more aggressive in pursuing funding from nongovernmental sources.

LETTER

The Editor:

The "willful" taking of one's own life becomes suspect when someone else assumes the role of trigger man. And the problems with "assisted suicide" are worsened yet when dealing with people deemed "incompetent" because the potential for exploiting these individuals "without voice" is simply too great.

For example, not many people have realized the significance of an incident which occurred in the last days of Sue Rodriguez's life. At the time, a letter was sent to a Sun columnist Anne Mullens (who is now advocating for Euthanasia, see article in *The Ring's* Feb. 24, 1995 issue) in which Rodriguez was supposedly condemning our governments, pro-life groups and the ALS society for compounding her misery. As it turned out, the letter was forged and plagiarized by advocate John Hofsess, Right to Die Society of Victoria. Rodriguez went public to declare she had nothing to do with the letter, and

added: "I may be sick but I still have a voice. No one speaks for me but me." Sadly Rodriguez discovered one of her trusted friends was misrepresenting her own voice. This is significant because it indicates that perhaps Rodriguez was merely being used by others to fulfill their own political agenda of implementing new euthanasia laws.

The trouble is, legalized euthanasia can be very profitable. Think about it, economic imperatives are already dictating Canadian social and political policy. And there are market trends, such as the very lucrative "death stocks" (a post-AIDS era invention and now a hot commodity for U.S. traders); the growing trend of private ownership of extended care hospitals in Canada (owned by life insurance companies—behind the scenes is the legal profession); the recent growth in life annuities and home income plan sales (owned by life insurance companies); cor-

porate takeovers of medical database firms (which sell seniors' health and financial information collected through surveys and sold to life insurance companies and "unscrupulous" lawyers who can use this to rip-off seniors).

With these alarming trends and the largely unchallenged orthodoxy of "insupportable" health care cost, there exists some very good "financial" reasons to start killing people off—especially those growing numbers of "well-heeled" seniors who are sitting on their life fortunes collecting pensions while basking in extended care homes. Seniors today can be perceived by the "greedy" as an impediment to life insurance company profits and by our governments as a drain to the economy. Unscrupulous individuals clearly see there is a great deal of money to be made by sending certain persons with money to an early death.

John Kovacs